

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1931

Girard College, December 31, 1931.

Board of Directors of City Trusts,

GENTLEMEN:

Education has been called the debt for which no moratorium can be declared. It admits of no postponement, for it is the eternal debt of maturity to childhood and youth; but the debt is even more universal and continuing than is implied in the obligation to youth. As Edward Thring, the English headmaster puts it—education is “the transmission of life to the living by the living.”

In his book *The Degradation of the Democratic Dogma*, Henry Adams points out that if one physical law operates more than another, it is that stable equilibrium is death, and he adds that a state which has reached the condition of stable equilibrium is one for which the canon of history is closed. Huxley gave to English education the symbol of a ladder, extending from the kindergarten to the university; but the conception of education has so grown since Huxley's time that below the kindergarten is now added another rung termed “pre-school,” and below this the whole influence of heredity. The significance of the latter was well expressed in the answer of the philosopher-physician, Oliver Wendell Holmes, to the question, “How early should a child's education be begun?” Dr. Holmes replied, “At least one hundred years before the child is born.”

This conception of education, including the child's inheritance and all the interests of his life from the cradle to the grave, governs the operations of Girard College. The case histories of applicants include not only the child's school progress before he is presented for examination, but his pre-school life, including infancy, and the record of his family for at least

two generations. Nor does Girard College feel that its obligation for education has been fully discharged when a boy is sent from the Institution. The interest of the College follows a boy, particularly in the first five years after he leaves us; but this interest does not cease with the passing of these five years; indeed, it continues to the very end of life, as many Alumni have testified. It is no idle figure of speech to say, "Once a Girardian, always a Girardian."

The definition of education by Edward Thring, mentioned above, makes life the dominating purpose; but life is a complicated conception, being something vastly more than the acquiring of information or the comprehension of the world's culture. Life is also more than vocation, more than citizenship. The life for which education should prepare finds its highest expression in character, and in the attitude of an individual toward his fellows. In late years the conception of education has been enlarged to include in its purposes complete living. Character is a most important qualification for this living, but a conception of social life, as it at present exists, is also a basal necessity.

During the past year the State of Pennsylvania dedicated to the purposes of education a palatial and highly useful building. About the frieze of this are recorded thirty-five names of educators, statesmen, and men of affairs who are deemed to have made a large contribution to education in Pennsylvania. It is gratifying to note that in this list is included the name of Stephen Girard, along with the names of Benjamin Franklin, Russell H. Conwell, Thaddeus Stevens, George Wolf, and other worthies.

Perhaps the inscriptions over the eleven entrances to the forum of the new Pennsylvania State Educational Building are as inclusive and significant a statement of the purposes of education as could readily be found. These eleven sentiments are as follows:

"America's devotion to education—let our schools teach the nobility of labor and the beauty of human service."

"Education for all the people is America's noblest contribution to civilization."

"No man can leave a richer legacy to the world than a well educated family."

"He who will not answer to the rudder must answer to the rock."

"Culture is the power of appreciating life and making life worth appreciating."

"The world is upheld by the veracity of good men: they make the earth wholesome."

"Ignorance is the curse of God; knowledge, the wing wherewith we fly to Heaven."

"The teacher, whether mother, priest, or schoolmaster, is the real maker of history."

"Democratic government can be predicated only on universal education."

"Learn some useful art that you may be independent of the caprice of Fortune."

"It is not in ignorance but in enlightenment that contentment will be found."

The pre-school and post-school educational interests and activities of Girard College are, however, only collateral to the great end and aim of the school training of boys during the most formative period of their lives. The slogan for ships in danger on the high seas is "children first;" similarly the modern conception of education has followed the example of our Lord who called a little child and set him in the midst of his Disciples and said, "Except ye turn and shall become as little children, ye shall in no wise enter into the kingdom of heaven."

The year 1931 has evidenced anew the imperative need for a progressive spirit in education. Times, styles, habits, demands of life change; and since to education is assigned the task of getting people ready to enter effectively into life, as life changes, so necessarily must both the subject matter and the methods of education not to mention physical equipment. The developments of the plant at Girard College in recent years have shown how strong are the tendencies for school buildings, library quarters, dormitory buildings, health service equipment,

kitchens, dining rooms, and even chapels to become in some measure out of date. The Old World conception of buildings was that they should be erected to last for centuries, but life so changes that century-old buildings are apt to be antiquated and ill adapted to newer uses. The enlargement program which has been going on at Girard College has as an important feature the modernizing of the appointments and appliances used in the educational processes. The subject matter and methods of education are quite as much in need of being refurbished as are buildings and physical appointments.

CHANGES IN STAFF

RESIGNATIONS

MRS. MARY P. WARDLE, Teacher, Middle School.....	January 31
J MAURICE STRATTON, Teaching Housemaster.....	August 31
DEWITT L. DIETRICH, Teaching Housemaster.....	August 31
PAUL M. CHALMERS, A.B., Housemaster.....	August 31
MRS. LYNDA H. STAFF, A.B., Governess.....	August 31
JAMES N. CALDER, D.D.S., Assistant Dentist.....	August 31
MISS MILDRED H. POPE, B.L., Librarian.....	August 31
A. STERLING KING, Teaching Housemaster.....	August 31
MISS EDNA L. MCGEE, Governess.....	August 31
MISS ANNA M. FOX, Governess.....	October 1
MISS MARY K. INGRAM, A.B., Governess.....	November 1
MISS RUTH MOORE, A.B., Governess.....	November 1
DAVID HOLMES, Housemaster	December 31

RETIREMENTS

MISS MARY MECUTCHEN, Assistant Librarian.....	August 31
MISS KATHERINE L. MORGAN, Teacher, Middle School....	August 31
C. ADDISON WILLIS, Head of Department of Mathematics..	December 31
MISS CHARLOTTE A. RAGOTZKY, Teacher of Mathematics..	December 31

DEATHS

MISS FLOY E. JOHNSON, Nurse.....	December 11
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APPOINTMENTS

MISS ANGIE LEAH GAUSE, B.S., Substitute Teacher, Junior School and High School....	February 1
MISS MARGARET I. THOMAS, Substitute Teacher, Middle School.....	February 1
EDWIN H. NEIL, B.S., Teacher of Arithmetic.....	February 16
MISS ANNETTE ENGELL, A.B., A.M., Teacher, Junior School..	March 9
MISS MARJORIE H. KIRK, Teacher, Junior School.....	March 9

MISS ADELAIDE C. MILLER, B.S. in H.E., Dietitian, House Group.....	March 9
MISS RUTH MOORE, A.B., Governess....	March 9
LOUIS C. OLMSTED, A.B., Housemaster.....	March 9
MISS EDNA L. MCGEE, Governess.....	March 10
MISS MARGARET K. HARVEY, A.B., Substitute Teacher, High School.....	March 12
MISS GLADYS F. BOWEN, B.S., Teacher, Junior School.....	March 16
MISS EMMA B. BEAL, Governess.....	April 6
MISS DOROTHY W. GAUNT, Dietitian-Supervisor, Junior School.....	April 13
JAMES R. CAMERON, D.D.S., Visiting Oral Surgeon.....	June 12
MELVIN HERRMANN, D.D.S., Assistant Dentist.....	July 1
WESTFIELD BROWN, Teaching Housemaster.....	September 1
HAROLD J. BUDD, B.S., Housemaster.....	September 1
PERRY A. CARIS, A.B., A.M., Ph.D., Teacher of Advanced Mathematics, Post-High School.....	September 1
WILBUR H. DICE, D.D.S., Assistant Dentist.....	September 1
MISS ELSIE DOUGAN, A.B., B.S., A.M., Assistant Librarian.....	September 1
TAYLOR A. DUNCAN, C.P.A., Teacher of Accounting, Post-High School.....	September 1
ALBERT J. GARES, A.B., A.M., Teaching Housemaster....	September 1
MISS OGORETTA GLASS, A.B., A.M., Governess.....	September 1
MISS MAZIE K. HAMIL, Teacher, Middle School.....	September 1
J. HERMAN HOLMES, A.B., A.M., Housemaster.....	September 1
JOHN W. HOOT, A.B., A.M., Teacher of Economics, Post-High School.....	September 1
JUSTUS M. HULL, B.S., A.M., Teacher of Mathematics....	September 1
MISS MAE JACOBS, B.S., Assistant Librarian.....	September 1
MISS KATHRYN E. LAPISH, B.S., Teacher, Middle School..	September 1
MRS. LOUISE S. SNYDER, Governess.....	September 1
MISS MARGARET I. THOMAS, Teacher, Middle School....	September 1
MISS LOUISE M. ELKO, Teacher, Middle School.....	October 1
MISS ELIZABETH H. TOFFLING, Teacher, Junior School.....	October 1
MISS LOUISE CONEY, Substitute Governess.....	October 6
MISS FRANCES G. HAYES, Governess.....	October 6
MISS ELIZABETH VERRIER, Governess.....	October 6
MISS ELIZABETH M. WEEKS, Governess.....	October 6
MISS FLORA GALLOWAY, Governess.....	November 1
MISS MARGARET C. WELLS, B.S., Governess..	November 4

TRANSFERS

MISS MABEL NEWCOMER, Assistant Supervisor, Junior School, to Superintendent, House Group.....	March 9
MISS MAGDALENE SUTER, Nurse, to Nurse and Dietitian.....	May 4
DAVID A. MCILHATTEN, A.B., Teacher of Mathematics to Acting Head of Department of Mathematics.....	July 1

PAUL COFFEY, B.S., A.M., Housemaster to Teaching House-	
master	September 1
I. NEWTON DURBORAW, Housemaster to Teaching House-	
master	September 1
MISS HAZEL ERCHINGER, A.B., Assistant Librarian to	
Librarian.....	September 1
REYNOLDS JOLL, B.S., Housemaster to Teaching House-	
master	September 1

HOUSEHOLD

Richard J. Gustin, who was for twenty-five years a Prefect, Housemaster, and Senior Housemaster at Girard College, and who retired from service in 1928, died in May. Mr. Gustin was a graduate of the Mansfield State Normal School, and came to Girard College after several years of teaching experience. His most useful work was done here in charge of the younger boys in the old Building Seven. His patience and uniform good nature made him considerate of the forgetfulness and limitations of boys, and he worked with them pleasantly and kindly, and always without irritation or the ruffling of his own temper. In Mr. Gustin's years at Girard he was privileged to befriend a large number of small boys, and he did not fail to win and hold their affectionate regard.

Speaking of Building Seven suggests the complete demolition of that building and the bringing into use during 1931 of the new Junior School Building, which has been erected on the same site. Four sections of Junior School boys were transferred from the old building to the new in March last, and three additional sections were admitted into the College over and above the numbers before accommodated. In October, three more new sections were added. Certain excesses in numbers at the House Group were brought back to the Junior School Building, making a net increase during the year of one hundred and eighty. Other facilities in the new Junior School Building have been occupied by the boys who are in the Post-High School Department of instruction, the building serving admirably as a place in which to care for the limited number of boys with whom this new department was begun.

The total capacity of the Junior School Building is three hundred and ninety-six, or an increase of seventy-six over the total in the building which formerly occupied the space of this building. More important than an increase in numbers has been the added playground space obtained, due to the foreshortening of the building in its east and west axis, and the lengthening of it in its north and south axis. Other important gains have come through the providing of smaller dining rooms, four in number, for the boys, and the furnishing of more satisfactory conditions for preparing and serving food for both the domestic help and the officers who are attached to the building. Play rooms for each section have been supplied in the basement, and recreation space furnished on the roof of the building. The greatest improvement in facilities is in a splendid auditorium adequate to accommodate the total number of boys who will ultimately be assigned to the Junior School Building, and those who will be carried in the House Group at the west end. School facilities are also furnished on the second floor for the boys who will be assigned to the first three grades of the Elementary School, with the necessary office, teachers' rest room, and other appointments.

The Junior School Building is the latest and, in many respects, the most complete in the program of enlargement. Particularly is it attractive from considerations of the comfort it furnishes, and its homelike atmosphere. The section rooms are provided with fire-places, and the furnishings have included large rugs before the fire-places, and upholstered furniture, which help to give the rooms more of an inviting appearance. The section rooms are large enough to allow freedom of movement, and boys are given an opportunity to work off some of their surplus energy. Speaking of the handling of the boys under the new conditions, the Senior Housemaster at the head of this building writes: "Boys may be seen squatted on the rug, engaged in various activities. There seems to be less need for governesses to interfere and enforce order. In general the section rooms are less quiet than the traditional Girard section rooms but the whole atmosphere is easy and more satisfactory. Very little restriction is imposed on the boys in the section

rooms, yet they get along remarkably well. Activity is the best explanation for this. The boys are proud of their building and section rooms and no case of destruction or defacing of Junior School property was reported during the year."

Section I has been carried forward during the year in two divisions, the same former Girard College boys being in charge. Although the conditions for housing this section are far from ideal, we believe that progress has been made in the methods of handling the group, and in the building up of an improved spirit among the boys themselves. One of the housemasters assigned to Section I has been given the status of a Teaching Housemaster, which has made it possible for him to help at the summer camp during the period of his longer summer vacation.

The fourteen sections of boys quartered in Lafayette Hall and Good Friends Building have been least affected by the enlargement program during recent years. Recreation space is available for them in the Armory, and on the whole, the five hundred and sixty boys in these two buildings, who have their meals in dining rooms which occupy the old dining room space of Lafayette Hall, and who attend school largely in the Middle School Building and the addition to the High School Building, constitute what is in effect a grammar school, including the work of the seventh school year.

The changes of the past year make clearer the plan on which the College has been working for several years, namely, of grouping the boys into three schools. Disregarding for the moment the Post-High School unit, which is and always will be relatively small, we have a regular High School of four years; a Middle School of three years, with which is classified for purposes of administrative convenience a fourth year in which Junior High School work is done; and a Junior School of three years.

Limitations are obvious where large groups are handled in the same school. One means of minimizing the disabilities is to separate our large number into three schools, quite distinct in character, supervision, and control. A splendid opportunity is presented for organizing into High School, Middle School, and Junior School groups. Building arrangements, facilities for dining rooms, play spaces, assembly rooms, and many other

activities of the College can be adapted to this three-fold plan. By this plan the advantages of schools of approximately six hundred or six hundred and fifty can be secured, instead of the disabilities of a school of eighteen hundred or nineteen hundred and fifty. By this method of grouping, limited activities of the College, such as the assembly for Sunday Chapel worship, assemblies for lectures or entertainments, or for morning Chapel on certain week days are the only occasions when the College is brought together in its entirety.

The summary of changes in staff indicates a large turnover in the personnel of the Household Department. This tendency has received the careful consideration of the Superintendent of Household, the Vice-President and myself; the Committee on Household of your honorable body has repeatedly dealt with the same question. We are forced to the conclusion that, considering the nature of the service to be discharged, the time requirements for those engaged in the Household work, and the standards of eligibility which have been maintained, a large turnover is to be expected. Most of those employed in housemaster and governess positions have chosen teaching as a life calling; many of them have taken professional training, and the most of them had some experience in teaching. The coming to Girard College is only explained by the desire which ambitious persons have to broaden their experience and to find additional opportunities to extend their professional studies. For one who has served only in a country school or in the school of a small town there are distinct advantages in working for a few years in a big organization of the type of Girard College. Many men and women have here learned coöperative effort, and the art of handling large numbers in relatively limited building and playground space. Repeatedly those who have been here for two, three, or four years and who have gone on to other positions have expressed their satisfaction at having had the experience which Girard College gave. All the more is this true since the College adopted the Housemaster plan of organization, and established positions for Teaching Housemasters. Ambitious and capable young men and young women have rendered a valuable service here, and some of them have passed on to

larger responsibilities strengthened and better equipped because of this opportunity.

The question might arise as to whether these frequent changes are in the interest of the College. After careful consideration of many aspects of the matter, we are disposed to feel that a certain number of changes are not damaging, and that if we are to have the help of those of fine professional equipment and strong personality, a limited number of changes each year are inevitable.

The discipline of the College has moved smoothly and altogether pleasantly during the past year. Of course, seventeen hundred odd boys cannot be assembled in one institution without there being the jarring of personalities. All of this comes with life in a boys' school. The Superintendent of Household writes so interestingly on this aspect of the work that I make room for a paragraph from his report:

"The word discipline grates harshly on sensitive modern ears yet it has its place in the home, school and every group of individuals where unanimity of thought and action is found to be necessary. At first discipline referred to a strict and regular mode of training and later was applied to the means by which the desirable training was enforced. Of discipline at the College of the latter sort, I will say a few words. From records and from experience the conclusion cannot but be that life at the College is becoming freer from harsh, repressive and useless discipline. The year 1931 presented a few instances where severe disciplinary measures had to be taken. There were, as there always will be, occasions when firm measures were required to maintain a reasonable degree of harmony in so large a group of growing boys, but in most cases they responded to advice and admonition. If any should ask whether we might not look forward to the time when energy and patience would not be required to correct student irregularities, I should refer him to a conversation between the president of a western university and a dean in the same school. 'How long are we to have student outbreaks and student irregularities?' the president asked. 'Can't you ever get the boys educated so that we shall not be longer troubled with these outbreaks?' 'I could, I think,' was the reply.

'if I were allowed to work with them long enough. But when they are educated they leave us. A big new crowd is introduced every year and the process of education must be begun again.' This is precisely the situation at Girard College, and anyone who looks forward to the time when this great group of boys, or any other group, will behave perfectly is sure to be disappointed."

Three convictions are forced upon us from a close observation on the out-of-school activities of Girard College. The first is that our boys are at heart decent and fair; they are co-operative in their better moments, and after sober second thought are generally disposed to do the right thing and improve their opportunities. They do, however, sometimes act on impulse and not infrequently they play the fool. We find, however, that when brought face to face with their impulsive and foolish conduct, they are willing to square themselves away and to go along as good citizens. In a place as large as ours, a good deal depends on an early bringing to light of objectionable conduct, and the dealing firmly and kindly with boys who are out of step. Repeatedly during the last year have come letters from boys, sometimes while they were in the school, and not infrequently after they had left, in which they expressed their thanks for having been shown the right way and given an opportunity to walk therein. Those of us who have worked with boys for many years have learned not to expect perfection. We were not perfect ourselves as boys, the boys who have been reared in our own homes admonish us that we are not to expect perfection, and the boys of a great school evidence these same human frailties. But insight and patience will steady boys in their conduct and help them on their way to a self-reliant and manly attitude in the school, and toward life in general.

The second conviction born of experience and evidenced increasingly in the past year is that our boys lead a normal and happy life. The busy hours from early morning until bed time are filled with wholesome employment. A proper admixture of recreation and the opportunity for boys to exercise personal choices and to work out their individual problems is afforded, but all said and done, Girard College boys of the younger, the

middle age, and the older groups lead happy lives. On the playing fields, about the grounds, and in the buildings, are exuberant expressions of boy nature. The one thing which we all regard as most commendable in Girard College boys is that they have "checked their grouches." They go about their life here with happy smiling faces, a consummation devoutly to be wished!

The third of the observations bearing on home life and out-of-school activity is the spirit of coöperation and self-directed activity which generates good will and leads boys to feel that they are a part of the institution,—citizens of a community,—and that they are in some measure responsible for the conditions in the institution, and for the good name which the institution bears before the world. Numerous house and class committees coöperate with the officers and teachers in a helpful way. Perhaps our system of military drill contributes to the tendency for organization,—in any event that tendency is quite obvious. The club activities carried on in the College are a further evidence of this same quality of self-direction. Boys choose clubs with which they will become affiliated, and while there are house or faculty representatives counseling and guiding in club work, the boys themselves largely contribute to the many club activities.

The Superintendent of Household so well expresses the spirit of those who are in immediate contact with the boys in the daily work that a single paragraph at the conclusion of his report suggests itself for citation: "When one reviews at the end of the year the lives that boys lead at the College, and considers how much wholesome fun has been intermingled with their work, he can not help repeating the lines written under a picture that hangs in more than one of the College rooms:

'With all his thoughtless noise and careless play,
With all his heartfelt trials day by day,
With all his boyish hopes and boyish fears,
I'd like to live on earth a thousand years,
And be a boy.'"

PLAYGROUNDS AND RECREATION

Training for the right use of leisure becomes increasingly necessary as the years pass. The speeding up of production from the use of machinery, and the increased efficiency of workers through specialization tend to bring about a shorter working day, a shorter week, seasonal employment, and longer vacations. Those who have studied the productive process offer the prediction that the forces which have already been set in motion will still further create leisure for the safe use of which some form of training is necessary.

The capacity to use leisure aright becomes at once a resource to the individual who possesses it, and a means of safety to society. If young people and those engaged in gainful occupations do not use their leisure wisely, this free time, which otherwise might be a blessing, may become injurious to the individual and a menace to the common weal.

A study of other times and earlier peoples evidences that a society can be far more accurately judged by the way in which it uses its leisure than by the employments in which it is engaged when under pressure of necessity. The necessity may compel the form of employment while the recreation selected is from free choice, and evidences the character of the one making that choice. Hitherto educational methods have stressed the training for vocations or professions, with little regard for the needs of free time; but the last two or three years have evidenced the importance of a training for the use of free time.

First of all, young people should be given a wholesome interest in games and sports, and they should be taught and led to practice participation in forms of competitive sport, so that a real pleasure may be derived from playing games. The one who has the sporting instinct, who can get a zest out of competition, has a wholesome point of view in life which can but be helpful. We are speaking of playing games, and not of watching games being played, or of stimulating an interest in the outcome of games by laying a hazard on the results. These latter are the less helpful influences which flow from competitive games. To play games well, and to play them for the game's

sake are qualities which every man and woman should possess, and possessing them they will become more of a stabilizing influence in society.

Competitive athletics are a requisite if boys are to develop this zest for games. We have stimulated athletic competition and the playing of games to win with very young boys, and have continued such competition during the whole period of a boy's residence in the College. All the principal games, except football and tennis, are played actively. We have no suitable playing field for Rugby football, and no adequate courts for tennis. We do, however, play soccer football as a substitute for Rugby, and a considerable amount of tennis is played on concrete courts out of doors, and on the indoor courts of the Armory.

Competition in athletics begins with groups on a given playground, the boys on each playground being of about the same age and physical development. As the boys go forward, competition is rendered keener by introducing contests between different playgrounds and ultimately between the teams representing the several houses. The four houses have each one hundred and forty-four boys, of relatively the same ages. Series of games are arranged between these houses each year, a careful record of points made is kept and cups awarded for success in the several branches of major sports, and a general prize established for the largest score in the various types of competition in which the houses engage.

The interest in house competition is not lessened with the passing of the years. The house teams are not permitted to play boys who are on the squads from which are chosen the College teams. The houses back their teams loyally, and the house games are the most actively contested games played at Girard College.

Boys are developed in the house competition, and when they reach a fixed standard of skill and endurance in games they are permitted to become candidates to represent the College on one of the so-called varsity teams. The playground and house competition develops candidates, and gives them the experience which makes for success on the College teams.

The College teams play both public and private schools most largely at home, although some games are arranged on the school fields of competitors. Certain of the boarding schools within twenty-five or thirty miles of Philadelphia have entered into athletic relationships with Girard College, and on occasion they come here for competition, and on other occasions our teams go to their playing fields. These athletic competitions have proved interesting, and they are helpful in the lives of our boys.

The Boy Scout interest has been continued, two troops being maintained and an active participation in the scout program kept up. On occasion an over-night hike is arranged. The test of the interest of the boys in the Boy Scout work is found in the willingness of certain boys to sacrifice their Saturday privileges home that they may become members of one of the Scout troops. Originally the Boy Scout membership was open only to boys who did not go out on Saturday privilege. When certain boys found that they were being passed over for the Boy Scout activity because of their Saturday privilege out, they forthwith sacrificed this privilege, and were candidates for membership in one of the Scout troops. In addition to the hiking and camping out, the Scout boys have taken up life-saving and other aquatic activities, in which they have acquitted themselves with credit.

Recreation by the use of moving pictures has continued an activity of both the school and the house. Visual education has been continued as a feature in the Middle School division of the College, and an auditorium with a modern type of projection equipment has made this a helpful activity.

Marked improvement has been made in the motion picture service for our boys. The old silent picture machine has been wholly superseded by a sound-on-film apparatus, which has now been worked out to give satisfactory results. With the demolition of the Chapel, we had no suitable auditorium of sufficient size to accommodate even half the boys at a single showing. A plan has been devised by which pictures may be secured on Friday afternoons and shown first from four to six, to the youngest boys; another showing is made at 6.40, to the Middle School boys; and still another showing at 8.20, to the

oldest group. These several exhibitions are made in the Auditorium of the High School Building, and while it is an added labor to show the picture three times, it does enable us to reach all the boys, and to show the pictures to their best advantage.

Numerous minor incidents have come along in the year affording the opportunity for recreation, such as the taking of a considerable group of the boys to the circus in the spring, and the introduction of certain entertainment features in the College. The accompanying list of lectures and entertainments indicates the diversity and the class of entertainments which are furnished to the boys.

LECTURES AND ENTERTAINMENTS—1931

Friday, January 9:

Concert—

Haverford College Musical Clubs

Friday, January 23:

Concert—

Dr. Thaddeus Rich and Associates

Friday, February 6:

Recital—

"A Picture of Spain in Music"

Mrs. Engracia Gulick Dike

Friday, February 20:

Illustrated Lecture—

"Trans-Atlantic Flying"

Lieutenant Commander Robert A. Lavender

Friday, March 6:

Recital—

Drinkwater's "Abraham Lincoln"

Mrs. Miriam Lee Earley Lippincott

Friday, March 20:

Recital—

Miscellaneous Readings

Dr. Henry Lawrence Southwick

Friday, April 10:

Entertainment—

Impersonator and Entertainer

Miss Curtis Burnley

Friday, April 24:

Illustrated Lecture—

"Personal Observations in East, Central
and South Africa"

Dr. Michael Dorizas

Friday, October 16:

Illustrated Lecture—

"The Passing of the Old West"

Charles Wellington Furlong

Friday, October 30:

Entertainment—

Music, Magic and Sculpture

Antrim Lyceum Bureau

Friday, November 20:

Illustrated Lecture—"Four Footed Friends and Enemies
in the Canadian Northwest"

Dr. Benjamin W. Mitchell, Retired Teacher, Central
High School

Friday, December 4:

Original Declamation Contest—

Members of the Senior Classes of Girard College

Friday, December 18:

Concert—

Mr. George O. Frey, Cello

Mr. Earl Pfouts, Violin

Mr. Harry C. Banks, Jr., Piano

Girard College Glee Club

Girard College Orchestra

Thursday, December 24:

Concert—

Florence Haenle, Violin

Dorothy Power, Harp

Ernestine Bacon, Soprano

An important activity has been the hobby fair, which is conducted in connection with the Boy Week celebration each year. A very considerable number of our boys engaged in this competition in 1931, and a dozen or more received prizes for the hobbies which they exhibited.

Recreation is brought definitely into relation with the instruction side of our life, through the taking of boys on trips, the hearing of orchestra concerts, plays, and other public entertainments. At times a class in English or a group of boys especially interested in music is taken to hear a worth while play or concert. The College has taken a limited number of memberships in the Philadelphia Forum, and tickets are distributed to selected boys as a reward for their interest and accomplishment. At times whole classes in English are taken to a Shakespearean play, or to a musical feature which is of unusual merit. These entertainments and plays give new interest, and train boys to make a good use of their leisure.

Recreational and entertainment features are an incident, and not the main drive in our work. All of the coaches are regularly employed on the staff, and give their whole time to teaching and coaching. The athletic teams are only a by-product, or an incident of the training in physical education. The results from this work in its entirety are, we believe, of lasting value to the boys. They become genuinely interested in games, and they engage in sports as good sportsmen, and not for the mere end of winning victories. An evidence of the interest of the boys is found in the fact that when the call was made for candidates for the soccer squad, one hundred and fifty boys came forward to compete for a limited number of places.

Girard College has been long enough in operation, and its method of keeping track of its boys is sufficiently thorough so that we can trace the effects of the training here in the later lives of the boys. Quite generally Girard boys keep up their active participation in athletics after they leave. Numerous Girard teams are organized in Philadelphia and among the Alumni in the up-state regions to which our boys go. Some of the strongest competition which our soccer team has encountered is from the Girard Alumni teams, some of them from Philadelphia, one

from Reading, and another from the Lehigh Valley district. In basketball, tennis, baseball, and other branches of sports, the Girard Alumni carry the interest they have had in the College out with them and become active participants in competitive athletics.

The use of leisure as developed in the College also carries over to attendance on wholesome and helpful entertainments outside. Our Alumni do go to concerts, operas, good plays, and other helpful forms of amusement. Habits of wise use of leisure which are begun here become the practices of later life.

SUMMER CAMP

The facilities of the Girard College Camp in the Poconos were extended during the past spring and summer to accommodate sixty additional boys. Four new sleeping huts for boys were erected, an infirmary built, with quarters for the Camp Physician, and a pavilion or summer house constructed across the lake from the camp site. These increases necessitated an enlargement of the electric light plant and an increase in the pumping facilities. These enlargements make possible the serving of one hundred and ninety-six boys at one time, and it was found that the boys who remained in the College during the last summer vacation could be accommodated at the camp in three groups, thus permitting each group to have about two and one-half weeks of camp residence. This enlargement made the summer a pleasant one for each of the groups. Already the summer camp arrangement has quite justified itself. Out of this the boys have had a new interest for the summer to which, in the first instance, they look forward, and upon which they look back after the period at the camp has been enjoyed.

The increase in the number of boys necessitated a further increase in the camp councilors. With this necessity we turned to former Girard boys who were in attendance on colleges and universities in various parts of the country. The group thus assembled proved quite ideal for the working out of the Camp plans.

CAMP STAFF

Superintendent of Camp.....	Mr. Archibald Ralston
Camp Physician	Ferdinand C. Sommer, M.D.

COUNCILORS

Mr. George P. Brayerton	Mr. John B. Kirkpatrick
Mr. Raymond L. Burkley	Mr. Henry Klippert
Mr. John P. Dunlevy	Mr. Robert A. Livingston
Mr. Selwyn Edwards	Mr. Russell Malony
Mr. Arthur E. Fink	Mr. Harold M. Miller
Mr. William H. Harris	Mr. Robert P. Waterhouse
Mr. Herbert W. Horner	Mr. Emil Zarella

The new construction and changes made have fairly occupied the site on which the present camp is built. If, in the future, an enlargement of numbers is desired, it will be necessary to go to another point on our present tract, or to secure additional property where an additional unit or two units could be established. From our experience of this year, it would seem that three camps, of approximately two hundred boys each, would be sufficient to move to the Poconos all the boys who are in the care of the College in the summer. From consideration of the boys that would be very desirable, and also from consideration of the College plant, the summer repairs, and the preparations for another year, it would be equally desirable. The Camp thus far has justified itself beyond the peradventure of a doubt.

The District Engineer of the Department of Health of the Commonwealth inspected the Camp this year as before, and gave a certificate of satisfactory condition as to the water supply; sewage, garbage and rubbish disposal; drainage; bathing places; and housing facilities. The State inspection extended to bacteriological analyses of drinking water from the drilled well, and water as it was received into the lake and as taken from the middle of the lake. All of the specimens were found to be safe and satisfactory for use.

Camps have become quite common to institutions which must care for boys over the summer, and they have been used increasingly by private families as an agency for the training of their sons and daughters. We can but be gratified

that Girard College has made a beginning in this new form of education, and that the summer camp experience of the past three summers has worked out so satisfactorily. We become so dependent on a new development of this sort and it makes itself so much a part of what we regard as the natural activities of the place, that we constantly ask ourselves the question how we got on so long without the new service which has been developed.

CHAPEL

The decision to demolish the old Chapel and erect a new one on the same site probably affected Girard College as much as any other action taken during 1931. An addition to the old Chapel, or the building of a new one, has been a part of the program of enlargement since the original report of Day and Zimmerman in 1925. The seating capacity of the old building was sixteen hundred, the building itself was not comfortable or attractive in its interior appointments, and its style of architecture was out of harmony with the buildings by which it was surrounded. The unsatisfactory ventilation of the old Chapel was regarded by Professor Winslow, of Yale, who made a report in 1927, as being not possible of remedy without extensive structural changes. As the contemplated increase in the number of boys in the College was to be to more than nineteen hundred, which, with attendants, caretakers, teachers, and others in attendance would make over two thousand to accommodate, an enlargement of the Chapel facilities seemed necessary.

After full and careful consideration by the Board of Directors, and guiding their judgment by the best counsel which could be secured, the Board decided that the best solution of the problem would be found in taking down the old Chapel and erecting a new one. When this decision was reached, the next question was one of procedure, and the judgment of the Board was that the problem of designing a Chapel was so distinctive and specialized as to call for a departure from the plan followed for many years, of having the buildings of the College designed by the architect of the Board of Directors of City Trusts. The procedure adopted was exactly that followed

in the erection of the new Chapel at Princeton University, and what has been done in many other institutions in the designing of buildings of a specialized and peculiar type.

When it came to the selection of the architects for the new Chapel in 1930, the difficulties of the problem suggested the desirability of an architectural competition. Dean Warren P. Laird, of the School of Fine Arts of the University of Pennsylvania, was selected to prepare plans for and supervise the competition. Dean Laird has had a large experience in supervising competitions in all parts of the country, and he gave himself with enthusiasm to the commission he received.

After soliciting recommendations from a large list of those best qualified to suggest architects, Dean Laird prepared a list of ten reputable firms who were willing to enter the competition. Four of these firms were in New York, and six in Philadelphia, and the list included some of the most reputable architects in America. After the problem was stated a conference was held with the competing architects, following which they entered on the competition, and submitted their plans early in August of 1930. The jury of three selected under the rules of the American Institute to judge the competition was made up as follows: The Dean of the School of Fine Arts of Yale University, the Professor of Design in the School of Fine Arts of the University of Pennsylvania, and a well known architect and artist of New York City. The jury spent three days in studying the designs, and made its report to the Committee on Enlargement in August, 1930. As a whole the designs submitted were highly creditable, and several of them offered what were regarded as good solutions of the problem set. The premiated design, however, was regarded by the jury as having hit upon the best adaptation of the building to the space to be occupied, and the most satisfactory interior arrangements. The exterior of the premiated design also was regarded as pleasing. After the matter had been decided, Dean Laird made the observation that the building chosen seemed to him to suggest that it had grown up in the space, and that it was suited to its needs.

When the award had been made and the accompanying envelopes opened, it was found that the premiated design had

been furnished by Thomas, Martin, and Kirkpatrick, of Philadelphia. These architects had given much attention to church and chapel architecture, having designed numerous churches in and about Philadelphia, and a number of chapels of Young Men's Christian Association buildings.

Early in the autumn of 1930, the Philadelphia Chapter of the American Institute of Architects arranged for an exhibition of the ten sets of plans and drawings which had been submitted in the competition. A suitable vacant room was found on Walnut Street, near the center of the City, and the plans were displayed there for a week and attracted a good bit of attention from architects and those interested in Girard College.

According to the terms of the competition, a contract was entered into with the architects awarded the premiated design, to prepare plans and specifications for a new Chapel. This work was begun in the autumn of 1930, and was continued until the spring of 1931. After a further study of the problem, numerous changes were introduced into the plans chosen. The most revolutionary of these was a decision to omit the lecture hall which was suggested in the problem, to be placed under the main auditorium of the Chapel. The lines of the building were slightly changed, the roof construction modified, and other features introduced which, we believe, give the Chapel more of a suggestion of the uses to which it will be put.

The specifications were completed and the invitations for bids issued in the spring of 1931, and after the bids were opened and scheduled, a contract was let to erect the new Chapel. The plans were made to fit into the celebration of Founder's Day, and the work was begun on the demolition of the old Chapel and the fabrication of the structural steel for the new one immediately following May 20, 1931.

Much sentiment clustered about the old Chapel, with its ivy covered walls, its tower, bell, and chimes. The Ginger Association of the Girard College Alumni arranged for a service in the old Chapel on the Sunday evening preceding Founder's Day, and invited the Alumni to attend. The usual Chapel service of the College was carried out, with special music, several members of the Alumni taking part. The president of

the College was invited to deliver the address, which was devoted to an historical account of the old Chapel and a brief statement of the plans for the new one.

Promptly after Founder's Day, an enclosing construction fence was thrown about the Chapel area, an opening made in the wall on the Girard Avenue side, and the active work of demolition and construction entered upon.

One problem of the year has been what to do with the Chapel service in the year and a half required to remove the old Chapel and erect a new one. Our first thought was of dividing the College up into a series of smaller units, and holding a number of Chapel services for these separate units. As we faced the results from this, they seemed so undesirable that the staff of the College set itself to the task of finding some other solution, and that other solution, which was later approved by the Committee on Household, was found in the erection of a temporary partition in the Armory, enclosing and seating the south end to serve as a Chapel. A platform was erected, and a system of amplification introduced, so that we are having in the interval quite a satisfactory temporary Chapel, and are enabled to carry on the regular Chapel services both week-day and Sunday, to have our usual lectures and entertainments, and to keep the activities of the College pretty nearly on the normal plan. The space taken for the Chapel has reduced somewhat the indoor recreation space available for boys during the present winter, and it limits the indoor drill in which the Battalion engages in the winter months. Founder's Day exercises, however, and the regular and special order of the College can be carried on with but slight interruption. Here again we are able to carry forward the program of enlargement and betterment without reducing numbers, or seriously curtailing the services.

The organ recently built in the old Chapel was disassembled by its builders and packed and stored on the upper floor of Founder's Hall. Later it was sold for use in the chapel of a college in the interior of the State. The size of the organ is adequate for the chapel to which it is going, but it

would have been quite insufficient for use in the new Chapel of the College.

The Chapel services have continued uninterrupted, and we believe they have made their usual helpful contribution in the education of our boys. The list of Chapel speakers, which is presented in this report contains the names of prominent laymen of Philadelphia and the region contiguous. Almost every calling open to laymen is represented. Graduates of Girard College are used largely in this service. Members of the College staff also are called upon frequently. Headmasters and those interested in the religious life of other schools, who are eligible under the terms of the foundation, are called upon.

The study of the problem of the new Chapel has emphasized once again the importance of a Chapel in the life of a school. The President of the College repeats a statement which he has before made, that Girard College would be to him unthinkable as an institution without the Chapel and what it represents.

CHAPEL SPEAKERS, 1931

- January 4—Mr. Frank Schoble, Jr., Business Man, Philadelphia, Pa.
" 11—Mr. A. Hunt Vautier, Business Man, Philadelphia, Pa.
" 18—Dr. John A. Lester, Director, Department of Guidance,
The Hill School, Pottstown, Pa.
25—Mr. Russell Callow, Head Rowing Coach, University of
Pennsylvania, Philadelphia, Pa.
- February 1—Mr. Charles Brandon Booth, Volunteers of America,
New York.
" 8—Mr. Henry F. Schwarz, Business Man, Philadelphia,
" Alumnus, Girard College.
" 15—Mr. Benjamin H. Ludlow, Attorney, Philadelphia, Pa.
" 22—Mr. Edwin M. Wilson, Headmaster, The Haverford
" School, Haverford, Pa.
- March 1—Mr. N. C. Hanks, Lecturer, Philadelphia.
" 8—Dr. Samuel C. Schmucker, Educator and Lecturer, State
Teachers' College, West Chester, Pa.
" 15—Cheesman A. Herrick, President, Girard College.
" 22—Mr. Joseph A. Davis, Superintendent of Household, Girard
College.
29—Dr. James S. Heberling, Professor of Child Helping, Uni-
versity of Pennsylvania, Philadelphia.

- April 5—Mr. Harold Barnes, Supervising Principal, Elementary Schools, Girard College.
- " 12—Mr. Walter A. Staub, Business Man, New York City, Alumnus, Girard College.
- " 19—Mr. J. Willison Smith, Business Man, Philadelphia.
- " 26—Dr. William Mather Lewis, President, Lafayette College, Easton, Pa.
- May 3—Mr. Dana G. How, General Secretary, Christian Association, University of Pennsylvania, Philadelphia.
- " 10—Dr. Thomas C. Blaisdell, Normal School, Slippery Rock, Pa.
- " 17—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.
- " 24—Colonel Sheldon Potter, Attorney, Philadelphia.
- " 31—Dr. J. Duncan Spaeth, Professor, Princeton University.
- June 7—Franklin Spencer Edmonds, Esquire, Attorney, Philadelphia.
- " 14—Cheesman A. Herrick, President, Girard College.
- " 21—Mr. George A. Walton, Headmaster, George School, George School, Pa.
- " 28—Dr. Joseph M. Jameson, Vice-President, Girard College.
- July 5—Mr. Charles E. Bowman, Teacher, Girard College.
- " 12—Mr. Joseph M. McCutcheon, Business Man, Alumnus, Girard College.
- " 19—Professor George C. Foust, Teacher, Girard College.
- " 26—Mr. Ellsworth E. Jackson, Business Man, Philadelphia.
- August 2—Captain Howard Kirk, Attorney, Philadelphia.
- " 9—Mr. Albert H. Schoell, Teacher, Girard College.
- " 16—Mr. David A. McIlhatten, Teacher, Girard College.
- " 23—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- " 30—Cheesman A. Herrick, President, Girard College.
- September 6—Mr. Henry V. Andrews, Teacher, Girard College.
- " 13—Mr. A. Hunt Vautier, Business Man, Philadelphia.
- " 20—Mr. Arthur E. Fink, Assistant Instructor, University of Pennsylvania, Alumnus, Girard College.
- " 27—Dr. John L. Haney, President, Central High School, Philadelphia.
- October 4—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- " 11—Dr. Raymond I. Haskell, Teacher, Girard College.
- " 18—Dr. Roger W. Swetland, Headmaster, The Peddie School, Hightstown, New Jersey.
- " 25—Mr. John W. Leydon, Teacher, Girard College.
- November 1—Dean Charles M. McConn, Lehigh University, Bethlehem, Pa.
- " 8—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.

15—Dr. John Wilkinson, Physician, Philadelphia.

22—Dr. Wilson Farrand, Headmaster, Newark Academy, Newark, New Jersey.

29—Professor C. Addison Willis, former Teacher, Girard College.

December 6—Mr. Hugh F. Denworth, Business Man, Philadelphia, Alumnus, Girard College.

" 13—Colonel Lewis S. Sorley, United States Army, Retired.

" 20—Dr. William T. Ellis, Journalist, Swarthmore, Pa.

" 27—Mr. Harold Barnes, Supervising Principal, Elementary Schools, Girard College.

LIBRARY

The year 1931 probably marked the greatest activity and the highest usefulness which have yet been attained by the Girard College Library. The accompanying statistics will tell the story in part only. The spirit and morale in the Library service have improved year by year, and in no year has the improvement been more marked than in that at present under review.

Failing health and increased weakness led to the granting of a leave of absence to Miss Mary Mecutchen, assistant Librarian, for several months during the spring and summer. The rest did not restore Miss Mecutchen to health and she was granted retirement to become effective on September 1st. Her weakness continued and she died on November 4.

Miss Mecutchen was appointed Librarian in Girard College in 1899, and had served upwards of thirty-two years. She was conscientious in the discharge of her duties, and won the respect of all who came in contact with her. With the growth of the Library, due to a change in teaching methods which made a larger demand for reference books and books for general reading, there was the necessity of introducing new methods in the recording and handling of books, and the procedure of what has come to be recognized as the modern school library. Nothing could have been more to Miss Mecutchen's credit than the way in which she accepted the coming of a new head librarian eight years ago. She gave whole-hearted support to the methods of the new administration, and won for herself the highest regard of those who came to work with her. For many years Miss

Mecutchen was the sole librarian at the College, and of necessity she could not make the library very effective in the life and work of the place. She accepted gracefully an enlarged conception of library service, and gave such helpful aid in bringing that about as to leave an honored name in the list of those who have invested their lives in the welfare of Girard College.

At the end of August last, Miss Mildred H. Pope, resigned after seven years as head librarian. Numerous members of Miss Pope's family reside on the Pacific Coast, and she felt it her duty to be near them, and tendered her resignation, which was accepted with regret. She has been appointed State Librarian of the State of Washington and will take up her duties there in April 1932. Miss Pope has accomplished one of the most constructive pieces of work in Girard College in recent years. We have to compare what she inherited with what she bequeaths in order to realize how great her contribution has been. In her term of service the Library was transformed from an old museum-like type with locked bookcases, into a modern open shelf, standardized, actively functioning school library. This was done in a building constructed eighty odd years ago for entirely different purposes. To have wrought this transformation and built up a library service second we believe, to that of no other school library in the land is an accomplishment much out of the ordinary.

After a visit to the Pacific Coast, Miss Pope returned for special work for a few months, during which she is examining and classifying some of the hitherto unexamined and unclassified Girard papers, preserved in the Relic Room of Founder's Hall. In all, there are thirty-five boxes of these papers that seem never to have been systematically examined. Many of them, perhaps, have never been opened, and the work of bringing these papers to light and arranging them in some orderly fashion has proved a task for which Miss Pope has seemed to be peculiarly fitted. Already she has made rare "finds" of papers of great interest, bearing on such matters as the ships of Stephen Girard and the trade in which they were engaged; the yellow fever service of Girard in 1793 and subsequently; the relations of

Girard to the three nieces whom he reared; the record of the furniture and household effects which have been preserved in the Relic Room; and numerous other of the more intimate and personal aspects of Girard's life. A few of the main headings under which these papers are being arranged, will give some idea of the breadth of scope which they cover: Bills, personal and business; memoranda, personal and business; ships and shipping; banks and banking; real estate; insurance; law suits and legal transactions; yellow fever scourges in Philadelphia in 1793 and 1797; and miscellaneous documents embracing many old maps, charts, and plans of ships.

Miss Pope hazards the opinion that the choice collection of Girard furniture can probably be more completely documented as to makers, and the place, time, and cost of making, than is true of any other collection of antique furniture. Girard was most systematic in keeping receipts for all his transactions, and these have proved to be veritable mines of information. There has not yet been time to arrange one-half of the material hitherto unexamined but enough has been done to indicate how valuable this material is, and how important it will be to continue the work and have these papers of Girard brought to light and made available for those who wish to make careful and scientific use of them for purposes of study in the various fields of interest which they touch.

For the vacancy created by the resignation of the Head Librarian, Miss Pope recommended her first assistant, Miss Hazel Erchinger, who served as acting Head Librarian in the year of Miss Pope's absence abroad, and for the two subsequent years as first assistant. Miss Erchinger had acquitted herself with credit as acting Head Librarian, and seemed in every way the logical person to appoint to the place made vacant by Miss Pope's resignation.

For the vacancy created by the retirement of Miss Mecutchen the College was able to secure the services of Miss Elsie Dougan, a graduate of both Temple University and the University of Pennsylvania, and a graduate also of the Drexel Institute School of Library Science. Miss Dougan has had several years of teaching experience, and also library experience at Temple University.

She comes with a fine background, and with every promise of useful service.

For the other vacancy, there was appointed Miss Mae Jacobs, a graduate of the West Chester State Normal School, and of Temple University where she received her library training. Miss Jacobs has had that desirable added qualification of having been for some years a teacher, and of having served for three years as Librarian in a high school in the immediate locality of Philadelphia. By both general and special training, and also from consideration of qualities of personality, both Miss Dougan and Miss Jacobs seem desirable acquisitions.

The Girard College Library has made a large contribution to the enrichment of the curriculum at the College and the improvement in the methods of instruction. This begins with the Children's Library, which has continued to function satisfactorily. In the regular order of the life here, boys are assigned on their school programs to weekly or fortnightly periods in the Library, where they are brought in contact with books, magazines, and newspapers. In addition, there is given added opportunity for voluntary hours in the Library from four to six in the afternoons of school days, and on Saturdays and Sundays. The library habit is thus formed and the custom of library attendance, and the use of reference materials, books for general reading, magazines, and newspapers is established.

The Superintendent of Household, in a comment on the life of the place in general, makes the observation that reading has continued to be one of the chief means of recreation for boys during their free time. In addition to the books drawn from the central library, section and house libraries are maintained in the living rooms occupied by the boys, where they may have opportunity to read as a part of their daily routine.

The English Department has prepared a special list of books for supplementary reading, which has been utilized as a means of establishing more definite and helpful relations with the Library. Thus the Library has become a vital and necessary part of our educational system. Nothing could be more unthinkable at present than that we should go back to the conditions of twenty or even fifteen years ago, when the Library was an

isolated and inaccessible activity, little used, and making slight contribution to the educational work of the College or to the formation of habits in the lives of the boys.

One of the invaluable services rendered by Miss Pope during her last year here has been in planning for the erection and equipment of a new library building. The decision of the Board during the year to go forward with a study of the library problem was a momentous one, and the securing of the firm of Tilton and Githens as architects to study this problem and to design a building proved a happy choice. Mr. Tilton has designed more than a hundred library buildings in all parts of America. He has devoted his life to special needs of library architecture and design, which, coupled with the fact that he is an architect of repute, made the choice fortunate. After a study of the needs of Girard College, Mr. Tilton designed a building which proved acceptable to the Board of Directors, the Library staff, and the administration of the College. This building was presented in a plaster model which predisposed it favorably, and in its entire arrangement it promises to be a sort of last word in school library design. It was indeed a rare combination to have the joint services of so experienced and competent a library architect as Mr. Tilton, and so capable a group of school librarians in the preparation of the plans for a building. Best of all, this building is modest and unpretentious in size and design, and will prove not prohibitive in cost. If, as now seems probable, this building, can be located immediately east of the Lodge, it will make an important addition to the educational facilities of Girard College.

If the general Library, reference books, and the working plans for library work as a part of the school and community life of the College, all can be taken to a new building, that will afford an opportunity to realize another ideal which has long been in the minds of the Board of Directors, namely, a more adequate arrangement of the personal and business books and papers of Girard, a more fitting setting for his sarcophagus, and the arrangement and display of the Girard personal effects as a memorial and historical museum. All of this latter will become possible of accomplishment when the Library is removed

from Founder's Hall. With the removal of the Library, it is our earnest hope that this new development can be entered upon.

With the realization of the plans above set forth, the notable work begun by the Librarian who has recently retired will be brought to completion. Taking into consideration the full significance of the developments of the past year and the prospects opening for the future, it seems not too much to say that 1931 was, in truth, an epoch-making year in the Library developments of Girard College.

SUMMARY OF LIBRARY STATISTICS

The following statistics for the year 1931 present a summary of the work of the entire Library, including the Children's Department.

Book circulation according to classes :

	1931			1930		
	Main	Children's	Total	Main	Children's	Total
General works	60	61	121	98	4	102
Philosophy	376	6	382	410	1	411
Religion	187	307	494	138	218	356
Sociology and education..	1189	4610	5799	931	3645	4576
Philology	64	21	85	38	17	55
Science	752	889	1641	751	881	1632
Useful arts	1218	1188	2406	1387	1271	2658
Fine arts	1520	1032	2552	1326	1023	2349
Literature	2054	488	2542	2352	358	2710
History	815	1228	2043	830	1294	2124
Travel	807	737	1544	597	533	1130
Biography	1422	725	2147	1290	734	2024
Fiction	17359	8756	26115	16504	7494	23998
Periodicals	7862		7862	6636		6636
Total	35685	20048	55733	33288	17473	50761
Grand total ..			55733			50761
Total attendance	48443	19949	68392	51522	17256	68778
Grand total attendance			68392			68778
Fiction showed an increase in circulation of.....						2117
Biography showed an increase in circulation of						107
Periodicals showed an increase in circulation of ..						1226
Total increase in circulation was.....						4972
The largest number of books circulated in October.....						6496
The smallest number of books circulated in August.....						1667

Books were added to the Library as follows :

Non-fiction	2768
Fiction	1783
Periodicals (Bound Volumes)	101
Total number of volumes added to the Library in 1931.....	4652
Total number of volumes added to the Library in 1930.....	3035
Total number of volumes discarded in 1931.....	1211
Total number of volumes discarded in 1930.....	675
Total accessions	42553
Total unaccessioned bound volumes	6456
Total discard and loss.. ..	8545
Total approximate number of volumes	44873

BOOKS CIRCULATED IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1931	Total 1930
Arts, fine.....	113	91	89	81	108	100	16		108	129	112	85	1032	1023
Arts, useful.....	126	90	104	99	111	80	20		140	156	182	80	1188	1271
Biography.....	97	91	66	73	79	52	11		68	68	71	49	725	734
Fiction.....	812	731	761	770	899	659	316		1052	1116	1003	637	8756	7494
General Works.....	4	3	1	4	10	2			13	8		8	61	4
History.....	140	127	113	133	129	76	11		128	151	150	70	1228	1294
Literature.....	68	58	50	32	36	41			39	56	58	50	488	358
Philology.....	2	2	1	7	3	1				2	3		21	17
Philosophy.....	1	2		1		1						1	6	1
Religion.....	33	29	26	38	19	10	2		32	45	46	27	307	218
Science.....	107	68	108	85	92	52	11		110	109	97	50	889	881
Sociology and Education.....	415	356	380	404	417	254	80		585	718	595	406	4610	3645
Travel.....	92	62	53	77	69	45	5		95	120	89	30	757	533
Total—1931.....	2010	1710	1752	1804	1972	1373	472		2370	2678	2414	1493	20048	
Total—1930.....	1903	1724	1820	1635	1735	985	526		1807	2162	1967	1209		18967

Percentage of fiction circulated to boys in Children's Department, 1931.....46

Percentage of fiction circulated to boys in Children's Department, 1930.....48

ATTENDANCE IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1931	Total 1930
1999	1515	1688	1665	2297	2068	85			1880	2214	2450	2088	19949	17256

BOOKS CIRCULATED IN MAIN LIBRARY 1931

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1931	Total 1930
Arts, Fine.....	133	152	181	139	136	98	88	80	142	160	122	89	1,520	1,326
Arts, Useful.....	88	106	126	133	100	70	49	62	114	157	142	71	1,218	1,367
Biography.....	99	145	136	150	139	96	61	66	170	119	131	110	1,422	1,290
Fiction.....	1,638	1,419	1,164	1,197	1,500	1,131	1,107	1,090	2,017	1,746	1,818	1,512	17,359	16,504
General works.....	7	2	6	7	12	6	6	1	5	3	4	5	60	98
History.....	100	61	52	65	82	64	30	30	77	98	100	56	815	830
Literature.....	161	145	224	243	224	147	96	46	177	219	207	165	2,054	2,352
Periodicals.....	946	619	833	616	834	601	90	103	820	905	817	697	7,862	6,636
Philology.....	2	7	5	6	8	2	2	0	11	9	4	8	64	38
Philosophy.....	46	34	28	36	31	26	17	10	46	56	30	26	376	410
Religion.....	5	10	26	11	17	47	32	2	32	30	22	21	187	138
Science.....	80	86	88	88	60	47	32	43	99	82	68	36	752	751
Sociology and Education.....	95	101	81	79	80	62	56	108	172	150	105	100	1,189	931
Travel.....	58	76	68	85	79	61	33	26	112	84	69	56	807	597
Total—1931.....	3,478	2,954	2,991	2,855	3,302	2,410	1,675	1,667	3,954	3,818	3,629	2,952	35,685	33,288
Total—1930.....	3,660	3,143	3,035	2,713	2,931	2,254	1,467	1,271	3,147	3,670	3,420	2,577		

Books circulated to adults in Main Library, 1931.....	14,994	Books circulated to boys in Main Library, 1931.....	20,691
Percentage of fiction circulated to boys in Main Library, 1931.....	12,970	Percentage of fiction circulated to boys in Main Library, 1930.....	20,318
Percentage of fiction circulated to boys in Main Library, 1930.....		Percentage of fiction circulated to boys in Main Library, 1931.....	62
Pamphlets circulated, 1931.....		Pamphlets circulated, 1930.....	62
Pictures circulated, 1931.....		Pictures circulated, 1930.....	78
			74

ATTENDANCE IN MAIN LIBRARY

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1931	Total 1930
Teachers.....	209	227	241	232	287	233	191	130	294	268	341	247	2,920	2,435
Boys.....	4,820	3,616	3,763	3,650	4,118	3,917	2,673	1,496	4,404	4,419	4,598	4,049	45,523	49,099
Total, 1931.....	5,029	3,843	4,004	3,902	4,405	4,150	2,864	1,626	4,698	4,687	4,939	4,296	48,443	
Total, 1930.....	5,752	4,275	4,811	4,606	4,620	4,556	2,004	2,636	4,585	4,989	4,719	3,969		51,522

ANNIVERSARIES AND COMMENCEMENTS—1931 SPEAKERS

New Year's Day,

Honorable Robert von Moschzisker,
Late Chief Justice of the Supreme Court
of Pennsylvania.

Commencement, January 22,

Provost Josiah H. Penniman,
University of Pennsylvania.

Lincoln's Birthday,

Professor St. George L. Sioussat,
University of Pennsylvania.

Founder's Day,

Major Frederick Hickman,
Class of December, 1897.

Founder's Day, (Morning Assembly of Students)

Mr. Ralph A. Nixdorf,
Class of January, 1923.

Commencement, June 18,

Honorable Harry S. McDevitt, President Judge,
Court of Common Pleas Number One, Philadelphia.

Thanksgiving Day,

Mr. George W. Elliott,
General Secretary, Philadelphia
Chamber of Commerce.

SAVING FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99

1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
1931.....	5432.44	5674.36	28813.74
	<u>\$104742.19</u>	<u>\$75928.45</u>	<u>\$28813.74</u>

Interest to December 31, 1930.....	\$11,965.16
Total Interest for year ending December 31, 1931.....	1458.50
Total Saving Fund Deposits December 31, 1931.....	40,813.31
Accounts opened in 1927.....	138
Accounts opened in 1928.....	162
Accounts opened in 1929.....	182
Accounts opened in 1930.....	158
Accounts opened in 1931.....	225
Total number of accounts December 31, 1927.....	1270
Total number of accounts December 31, 1928.....	1296
Total number of accounts December 31, 1929.....	1315
Total number of accounts December 31, 1930.....	1322
Total number of accounts December 31, 1931.....	1408

TOTAL SAVINGS OF PUPILS

Saving Fund.....	\$40,813.31
New York Evening Journal Building Bonds ..	1000.00
First Liberty Loan Bond ..	50.00
Ten shares United Gas Improvement Company Common Stock ..	275.25
Total	<u>\$42,138.56</u>

POST-HIGH SCHOOL INSTRUCTION

The year 1931 saw the beginning of a plan which we trust in time will make Girard College an institution the educational scope of which, will more nearly conform to the name which the institution bears. The development of the program of enlargement in the physical appointments of the College, and the corresponding growth in the educational side of the institution's life afforded a favorable opportunity to introduce instruction of collegiate grade. No activity in the past year is more notable, or is likely to have a larger influence on the future educational scope of the College than was the beginning of what is in effect junior college work, through the establishment of a two year post-high school course for boys who graduate at sixteen or under, and a one year course for those who graduate at seventeen.

The American college is an indigenous institution, the like of which is not found elsewhere. The four year course of the American college is a cross between secondary and university education. For several years the tendency has been marked to extend the traditional secondary school period downward into the grammar school so as to include the seventh and eighth years, and upward into the College to include the freshman and sophomore years. The lower downward swing has been denominated the junior high school, which recently has had a phenomenal development. For example, within a few years twenty-two junior high schools have been established in the City of Philadelphia. Commodious buildings have been erected for these schools, and they are discharging a useful educational function. Girard College has in effect adopted the junior high school idea, although conditions here have not been favorable for the setting aside of the seventh, eighth, and ninth school years as a distinctive junior high school organization.

The extension of secondary education upward has come more slowly, especially in the eastern section of the country. In certain states, notably California and Texas, the junior college has had a popular vogue. The idea of carrying the spirit of secondary school training into two years immediately above the

conventional high school is eminently sound, and deserves a larger recognition than it has had in American education. The adoption of this plan and the relating of these two years with the secondary school will bring our secondary schools more nearly into line with the secondary school systems of England, France, and Germany, where the "public schools" so-called, the "lycee," and the "gymnasia" carry their pupils to about eighteen or nineteen years of age, and fit them for entering on specialized and vocational training of university grade.

Another aspect of this matter is not without interest, namely, the comparative youth at which many boys now graduate from high school. As we look back we find that some of our very good students,—in some cases boys who make the top of their classes,—have graduated at sixteen or under. Manifestly, these boys are too young to go to the usual American college or university, where there is exercised a large amount of freedom as to choice and method of studies, and habits of life. The experience of the Old World has demonstrated the wisdom of continuance of the more formal training of the secondary school for a little longer time, and that continuance the junior college idea makes possible.

Twelve fine young fellows of the class graduating in June last were found to be eligible under the terms fixed for post-high school instruction. Quarters were found for these boys in the new Junior School Building, a cafeteria in that building was available for their meals, and living conditions are most ideal. These boys room two in a private room, and they have a commons room through the adaptation of a section room not yet utilized in the program of enlargement. Largely they take care of themselves in and out of school life, being unsupervised in their studies and coming and going at their own pleasure, within certain general limits.

To make sure that this instruction should be of real collegiate grade, the part time service was secured of three college teachers,—a teacher of mathematics from the University of Pennsylvania, who is giving courses in Advanced Algebra and Analytics; a teacher of economics from the Wharton School of the University of Pennsylvania, who is giving instruction in

General and Applied Economics, and a teacher of accounting, from Temple University. In addition, other courses in English, foreign languages, social sciences, chemistry, music, and in printing are being carried forward. The aim is to require at least three academic courses of college grade of each boy in this course, and to give an opportunity for the election of other academic subjects, and instruction looking to a better vocational equipment. Of the results from this work, one of the college teachers makes the following observation: "Wholly apart from the character of the instruction, I believe that the amount of material covered by the students the first term is considerably greater than is covered in the usual first course in . Furthermore, the students have been held up to standards equal to those required by in similar courses. Of the ten students I teach I consider five to be expert in their knowledge of , three to be average, and only two below average. Considering the course in its entirety I am happy to be able to report that I consider it one of the most satisfactory it has ever been my privilege to give."

This advanced instruction is valuable in itself, but it is even more valuable in the influence which it is exerting on the educational work of the College as a whole. The existence of such a course has given a new feeling of the dignity and importance of the College to all the boys and members of the staff. The realization that a boy can complete one or two years of College work if he makes a good use of his opportunities here has been a fine stimulus. Immediately after this plan became operative, boys began to find ways in which they could help themselves along so as to be eligible for this instruction. Fifty-four were enabled during the second term of the last school year, and the summer, to advance themselves one grade in course, eleven of them making up a term in the remedial class; twenty-two gained a term by doing three terms' work in two terms; and twenty-one boys utilized the summer term of the College to do an extra term of work. The Vice-President reports that now in the College are approximately two hundred and ninety-five boys who may look forward to being graduated at seventeen years of age or younger, and with the Post-High

School course of instruction as an objective, it is to be expected that the number of boys who will graduate at the seventeen or sixteen year age will be steadily increased.

Repeatedly we are brought face to face with the fact that we underestimate the abilities and capacities of our students. When we make an extra demand they do not fail us. This Post-High School course is a challenge for boys to use their time to better advantage and to develop their abilities to the top of their bent. The existence of such a course has already served as an educational tonic all down the line, and we look forward to further gains from the continuance of this form of instruction. In addition to this, we believe the College is making a practical demonstration of an ideal, which will be of significance to America's education in general.

HIGH SCHOOL

Professor C. Addison Willis, who has taught in Girard College since October 16, 1894, was retired as of December 31st, and in appreciation of his long and valued service, he was granted leave of absence for the period from September 1st to December 31st. Professor Willis came to the College as an associate of a distinguished teacher, Warren Holden, and with the retirement of Professor Holden, he succeeded to the place left vacant. All who have had to do with the College in the last thirty-five years recognize the fine contribution that Professor Willis has made. He has been the soul of conscientiousness and has evidenced always the character of a Christian gentleman. He has also taken a deep interest in the boys of the College, and devoted himself to their welfare in many extra-classroom activities.

For the staffing of the Mathematics Department, the first assistant, Mr. David A. McIlhatten was appointed Acting Head, and Mr. Justus M. Hull, a former teacher of mathematics in the high school department of Temple University, was made an assistant. Mr. McIlhatten has been a teacher of mathematics at Girard College for upwards of eighteen years, and has earned the recognition which he was accorded. As a means of broadening his professional outlook, Mr. McIlhatten spent the last

summer at Columbia University, in the study of supervision and the newer aspects of mathematical instruction.

Mr. Hull is a graduate of the University of Chicago, and has taken instruction leading to a master's degree at Columbia University. He has brought to the task here splendid preparation and a genuine interest in the problems of mathematics teaching; the new order in the Mathematics Department has moved off with good promise.

At the end of the year Miss Charlotte A. Ragotzky petitioned for retirement from active service. Miss Ragotzky had a prolonged illness in the first half of the year, and was granted leave of absence in the hope that a complete rest would restore her to her former state of health. This proved, however, not to result, and after making an effort to continue her work in the autumn, she was forced to ask for retirement. Miss Ragotzky served Girard College for thirty-eight years, first as a teacher in the Elementary Schools, and later as a teacher of algebra in the High School. She has broadened her preparation, and has been a most faithful and efficient teacher. Among the many good services by Miss Ragotzky was the preparation of a drill book for the seventh year arithmetic, which much improved the quality of instruction in that year.

Miss Louise G. Sigmund was granted a leave of absence for the five months from September 1st to January 31st, for a trip abroad and study at the University of Berlin. Miss Sigmund spent the summer and early autumn at Berlin, following which she traveled and observed school work in other parts of Europe. Coming to Girard College as a teacher in the Elementary Schools in 1912, Miss Sigmund has improved steadily in the quality of her work, first in the Elementary School and subsequently in the junior high school years. This leave and an opportunity for further study seemed to be well earned, and we believe that Miss Sigmund will turn her trip abroad to an excellent account in broadening her knowledge and improving her outlook.

It is a pleasure to record continued improvement in the English instruction in both High School and Elementary School. A new bulletin was worked out in collaboration of the English

and the Commercial Departments under the title "Letter Writing." This furnishes the minimum of instruction on the fixed requirements of correspondence, and leaves scope for the personal elements, which are as important in letters as they are in other forms of composition.

Practical English, in the form of dramatics, debate, original declamation, and other forms of oral English has steadily improved. The interest in public programs grows with the years, and our boys have never appeared to better advantage in these various public functions than they have during the past year. The Dramatic Club gave a creditable presentation of Sir James Barrie's play, "Dr. Jekyll and Mr. Hyde," the parts of Dr. Jekyll and Mr. Hyde being taken by two boys, and the change of character worked out successfully by a skillful use of lights.

The *Girard News* and the *Girard Magazine* have appeared regularly, and have, we believe, reflected credit on the College. The boys have similarly continued their interest in inter-school debating, and have kept up the debates with the George School and Pennington Seminary.

Commercial instruction, science, and foreign language teaching have all shown commendable improvement in the quality of work being done. The introduction of the Post-High School courses has given a new standard for measuring the work of the regular high school. Contacts of our staff with other groups of teachers have promoted a desire for improvement. A re-evaluation of the instruction of the College by the Commission on Secondary Education of the Association of Colleges and Secondary Schools of the Middle States and Maryland, and an inspection by a representative of the Department of Public Instruction of Pennsylvania have been a stimulus. The representative of the State Department made the following report after his inspection: "I thoroughly reviewed the program which is provided for the elementary school and feel that the institution should be fully capable of completing the eight years of elementary school work in seven years, hence the last four years' work in the institution may be considered as equivalent to grades nine to twelve in the usual high school."

A distinguished professor of education of a Middle West

university, who visited the College recently felt that the accomplishment of what was a fair equivalent of the twelve year scheme of studies, in eleven years at Girard College was notable, and should be significant in American education; not only is Girard College accomplishing this result, but with it another thing equally notable, namely, the giving to all of our boys both a vocational and an academic preparation. All graduates from the high school of the College are prepared to go into practical work and make themselves useful from the start. In handwork instruction and in preparation for business, our boys are accepted usually as having had the equivalent of two years of apprenticeship, or special preparation. They are also accredited to colleges, and those who have graduated in the upper half of their classes have gone to college and done creditably. In this year we have boys in honor courses at both Dartmouth and Swarthmore, and near the close of the year, in a single week, a graduate of Girard College was elected to Phi Beta Kappa, at the University of Pennsylvania, and another one was elected to the Beta Gamma Sigma honorary fraternity in the Wharton School of the same institution. Very largely these boys must work to help support themselves in college, and their achieving honors in college is a source of great encouragement to those who have guided their educational course here.

ELEMENTARY SCHOOLS

The most important physical change in the Elementary Schools during the year has been the occupation of the quarters for the Junior School on the second floor of the new Junior School Building. Twelve classrooms are available on this floor, two of them providing for handwork instruction. The furnishings and equipment are all that we could wish, and with the entrance on the use of these quarters, our Junior School is given a set-up and a housing which it has never before enjoyed.

Several new teachers were made necessary by the increase in the number of boys introduced in March and October, and a new alignment has been made in the work of the Elementary School. One helpful factor has been the service of the coaching or remedial teacher, who has given the most of her effort to

bringing or keeping boys up to grade who were already retarded or who were in danger of falling behind. In a school the size of Girard College, a goodly number of boys are having difficulties,—some in one subject, and some in another. If these difficulties are remedied promptly, they do not become serious, but if they are neglected, they tend to grow more troublesome, and to lead to ultimate failure. The remedial teacher is making a real contribution to the regular progress of our boys toward graduation.

Miss Katherine L. Morgan, who had served continuously as a teacher since March 1, 1894, found the burden of work to be increasingly difficult, and applied for retirement, to become effective on September 1st. Miss Morgan taught first in the lower school, and afterwards in the Middle School, in the earlier years as a general classroom teacher, but more recently she has taught principally vocal music in the schools. Many Alumni recall Miss Morgan's class with a great deal of satisfaction.

Mrs. Eva R. Stevens died during May last. She was retired in 1923, and had been living in and about Philadelphia since that time. Mrs. Stevens earlier served creditably, from January, 1893, to August, 1923.

Miss Mary E. Templin was absent on leave from February to September, during which time she traveled extensively in the western part of the United States, Mexico, Hawaii, and Alaska. As a teacher of nature study in the Junior School, a trip of this sort was invaluable to Miss Templin, and we feel that the leave extended to her has improved her health and that it will lengthen and better her years of teaching.

Miss A. Elizabeth Suplee, Relieving Teacher and Assistant Supervisor in the Junior School, died early in January of 1932, after prolonged ill health. Miss Suplee came to the College as a substitute teacher in 1908, and served for upwards of twenty-three years. Throughout, her life here was characterized by consecration to duty and a devotion to the improvement of the schools and the best welfare of the boys. Even after her last illness came upon her, she reported at the College and continued in the discharge of her accustomed duties as long as her strength enabled her to get to her office. The Vice-President well says

that Miss Suplee's fidelity to her duties here is a continuing inspiration to us all.

From the earlier years, instruction in Girard College has emphasized the ideal of the Girard will of "facts and things" rather than "words and signs." Handwork education and an expression of the results of educational effort in something tangible is quite the rule in the Elementary School as well as the High School. This emphasis develops a capacity for creative effort which expresses itself in all the branches of instruction. In the words of the Supervising Principal of the Elementary Schools, we may say, that the teaching in those schools is in the direction of "teaching the child, and not the subject." Original designs in art work, free illustrations in posters, the dramatization of historical situations and the undertaking of original projects in social science, creative work in the acting out and teaching of stories, the writing of original verse in English, and the composing of simple original melodies in music are only a part of the newer developments which have come in the application of the creative method to various branches of instruction. The Supervising Principal of the Elementary School comments on the teaching of the first two grades, as follows: "I have been very much interested in and very much pleased with the elements of the so-called 'Activity School' procedure in the first grades. It is truly marvelous how the children through their various manual, physical and observational activities complete the whole gamut of the curricula and learn to do shop work, take proper physical exercise, speak properly, write, dramatize, draw, paint, construct various objects, sing, play educational games, dance in rhythm, and do and say things in a most creative and original manner.

"To a large extent the children under the direction of the teacher create their own sentences and stories, which, when written on the blackboard, become their reading lessons. These sentences and stories contain the phrasing and vocabulary which the children readily learn. This plan, supplemented with various well selected story and reading books, makes the boys excellent readers in a remarkably short time. It is a natural and efficient method."

Those who are guiding the Elementary Schools of the College as teachers, supervisors, and principal, are fully aware that the work which they are doing is foundational, and may rightly feel that the success of the educational program as a whole is dependent on the efficiency and thoroughness with which this early teaching is done. The mistaken conception that anyone can teach children, that the least competent teachers should be placed in the lower grades has long ceased to operate in our schools, and every effort is made to give to the younger boys the most skilled and helpful instruction and supervision. Girard College has had repeated instances of teachers who have been promoted downward to the Junior School. Years ago any disparity in salary in favor of the Middle School, in comparison with the Junior School, was removed. Thus the improvement in the Junior School makes itself felt throughout the Girard educational system.

SUMMER SESSION

For several years Girard College has maintained what is in effect an all-year school. Boys who fail of promotion are given an opportunity to make up their failures, and boys who, in their classifications, are below the possibility of graduation in advance of their eighteenth birthdays, have graduation made possible. A new stimulus for summer study has recently come in the post-high school instruction. In both high school and elementary school the College is now maintaining summer classes in which a half year's work may be completed.

The summer study arrangement is not as confining or forbidding as it sounds. A break always occurs between the completion of the second term of the school year and the beginning of the summer session which the College has counted as vacation time, and boys are then allowed to go home in exactly the same way as they would be allowed to go for the entire summer. In most instances, two weeks of this vacation period are possible, and to this are sometimes added several extra days at the close of the summer, with which can usually be associated the Labor Day holiday.

STAFF OF SUMMER SCHOOL

Supervisor of Bookwork.....	Mr. Ronald R. Welch
Supervisor of Manual Arts.....	Miss Viola R. Collins
Tutor for High School Subjects.....	Mr. William Ott
Tutor for High School Subjects ..	Mr. Louis Q. Moss
Auditorium Teacher.....	Miss Margaret K. Messick
Accompanist ..	Mr. Arthur W. Howes

TEACHERS FOR HIGH SCHOOL GROUP

Mr. James J. Lamond
Mr. George W. Harlow
Mr. George J. Epley

TEACHERS FOR THE ELEMENTARY SCHOOL GROUP

TUTORS

Mrs. Freda W. Thomas
Miss Lillian A. Reece
Mrs. Elsie D. Hampton
Miss Katherine E. Thomas

BOOKWORK

Mrs. Elsie S. White
Miss Edna L. Adams
Miss Bertha B. Wagenhurst
Miss K. Adessa Martin

HANDWORK

Miss Helen D. Sones
Miss Claire M. Hogan
Miss Frances H. Biester
Miss Stella E. Allen
Miss Eleanor A. Bareiss

In the staff of the summer school there was continued without change the supervisors, tutors, auditorium teacher, accompanist, and teachers for the high school group who have served in former years. Most of the other teachers also have served in other summers.

The tutors for both high school and elementary school classes and the bookwork and handwork teachers in the elementary schools, all join in commending the earnestness and good spirit of the boys during the past summer. Construction work had been begun on the Chapel in advance of the starting of the summer school session and with the open windows made necessary by the season of the year, there was a good bit of interruption; but both teachers and boys adapted themselves to these conditions and carried on the work as successfully as in any year preceding.

HANDWORK INSTRUCTION

In no other department is the educational activity of Girard College more distinctive or more to the credit of the institution than in handwork education. From its earlier years the College sought to give practical education, and beginning almost fifty years ago a department was established for training boys to work with their hands.

The educational crime of sinning against the native abilities of boys is unforgivable. Full recognition should be given to the different qualities, capabilities, and inclinations of the individuals. Some young people have minds which make them "book bright;" others have minds which make them "hand bright," or industrial in their gifts; and still others have qualities which make them "socially bright," or able to adapt themselves and make their contribution in social relationships. Not all should be judged by the "book bright" standards, as all should not be judged by the "hand bright" or the "socially bright" standards.

Bench and shop work is begun in the fourth school year, and goes on uninterruptedly for six years. The boys are given regular assignments to various shops, where their interests are broadened and their natural gifts afforded opportunity to evidence themselves. Even though boys are not to follow the artisan trades, the training in drawing, the print shop, the automobile shop, woodwork, machine shop, blacksmithing, and sheet metal work is useful. A boy will become a better all-round man for his capacity to use tools and his familiarity with some of the fundamental operations of the mechanical civilization of which he will ultimately become a part.

But approximately one-half of our boys do ultimately go into handwork employments, and the equipment given in the preparations for these callings is of the greatest possible value. Years ago President Hoover made the following observation on vocational training: "We in this country believe that education in general pays for itself and is worth while, and if this is true of any sort of education it is certainly true of *Vocational Education* that it pays for itself." To the same effect the Conference on Child Health and Protection makes the following

pertinent comment on the child and his vocation: "Vocational efficiency is not only a great social need. It is a priceless individual blessing as well. Therefore during youth, guidance into the most appropriate vocation and training for that vocation are among the most urgent aspects of education and training."

By the simple shifting of a partition on the second floor of the Mechanical School, an additional room has been secured, which made possible the development of a shop for voluntary activities. Tools and working materials are supplied, and boys are encouraged to develop any interest they may have in the way of a hobby or an urge for a particular activity. A system of passing boys to this shop at odd times and granting them the use of tools and materials has been worked out, so that all those whose responsibility it is to guide the activities of boys are brought into the relationship. Not only are these appliances and materials made available for work in the voluntary shop, but they are provided to permit the activities to be carried on in the various dormitory buildings to which the boys are assigned. Thus is gratified the native instinct of a boy to tinker, and create. Some of the typical interests in which boys engage are toy airplane construction, whittling, wood turning and carving, amateur radio-set construction, camera holders, frames for autograph, stamp and coin collections, toys for little brothers and sisters, bead looms, carved oak chairs, repairs of toys and simple furniture.

Summarizing the growth of the hobby interests, the Superintendent of the Mechanical School reports as follows: "There has been a desirable growth of hobby interests among the boys. During the current year there has been an increasing demand for materials and opportunity to work on projects of special interest to the boys. We have tried in every way to promote the growth of this activity in which we have been greatly aided by the increasing coöperation of the Household Staff."

The output of the handwork instruction is extensive and useful. Toys made by the younger boys in the Sloyd Department are sent each year to the Children's Department of the Philadelphia General Hospital for Contagious Diseases. The younger boys make gifts for those in their own homes, which

are greatly prized, and particularly at the Christmas recess and the beginning of the summer vacation a quantity of material is carried out by the boys, a tangible witness of their thoughtfulness of those at home and their ingenuity and industry.

The boys make a useful contribution to the operations of the institution. A limited number of them are taken into the Engineering Department and help in the engine room and the power plant, learning at the same time some of the fundamentals of the plumber's, pipe fitter's, and operating engineer's callings. Carpentry work about the grounds, the making of furniture and equipment, the installation of lighting fixtures, printing of reports and documents of various sorts in connection with the management of the College, and numerous other practical services are made a part of the instruction system.

The influence of the Girard College experience in handwork education has not been limited to one institution. Representatives of other schools and systems of education come frequently to see this work going on, and particularly to have advice in making provisions for buildings and equipment for schools elsewhere. Repeatedly the Superintendent of the Mechanical School is called upon for addresses and counsel to professional bodies of teachers and those conducting surveys of educational institutions or systems. The board of control and the administration of the College may well feel a sense of gratification at the way in which our handwork instruction has developed in the last fifty years, and the influence which it has had and is having in our own work and more broadly upon the educational tendencies of the times.

MUSICAL INSTRUCTION

The demolition of the Chapel has prevented the continuance of the Junior Choir as an active organization. The Glee Club has been continued, and has made its contribution to various public gatherings for which we wished vocal music. The school music has been maintained with its usual interest and accomplishment. The drill in the classrooms makes itself felt in the singing in the separate assemblies of high and elementary schools, and the joint assemblies of all the schools.

During the preceding summer, the Director of Vocal Music made a trip to the Anglo-American Lausanne Music Conference, in Switzerland. That the Director might turn this trip to the best possible account, he was granted an added vacation of one month, and left late in May, and visited schools in England. This trip proved well worth while, in that it gave a chance for the Director to come into contact with good work in both England and on the continent. Particularly was an opportunity sought to observe the boy choir activities in England.

The Director of Vocal Music has been in demand as a lecturer and leader in many directions. He was called by invitation to the North Carolina Conference of High School and College Music Teachers, and gave demonstrations and addresses before that gathering. He has continued also his very notable work as the Director of the Mendelssohn Club in Philadelphia. The most signal honor in the vocal music work of the year was an invitation for the Junior Choir to sing with the Mendelssohn Club and the Philadelphia Orchestra in the presentation of Bach's "St. Matthew's Passion." This proved an unusual opportunity, which our boys accepted with fine spirit.

Already we are looking forward with confidence to further development when we can get into the new Chapel, with better appointments, improved organ, and other features. It is not too much to hope that, building on the foundations laid in the schools, and capitalizing the experience which the College has already had, we may develop what will be in effect a great choir of seventeen hundred voices.

The instrumental music has suffered less because of building changes than has been true of the vocal music. The Teacher of Violin who is also the trainer of the orchestra, the Assistant Teacher of the Band, and the Organist of the College who is giving instruction to a considerable number of boys on the piano and pipe organ, all call for special mention. Not the least important of the services rendered have been a series of organ recitals played regularly on Wednesday mornings, and another series, which was open to the public on Sunday afternoons.

The Director of Instrumental Music has made his chief interest the development of the band, but has in addition con-

ducted the orchestra on its various public appearances. He has had many recognitions of his work in the College and elsewhere, and has made the influence of Girard College felt in the field of instrumental music in Philadelphia and in the country at large. The College has pardonable pride in the staff which constitutes its music department, including the teachers of school music in the elementary schools and the junior high school years. Many honors have come to the music staff, through publications of their compositions, and the various outside contacts which they have made. Music has come to mean a great deal in the lives of Girard College boys, and it is a matter of encouragement that the efforts of those connected with the College have had such recognition.

The extent to which musical instruction has been introduced makes it as universal as are reading, writing, and arithmetic in the class work of the elementary schools. By this instruction boys who have musical interests and gifts are discovered, and are handed on to the teachers of instrumental music for development, through the study of some selected instrument; many of them later find their places in some of the musical organizations, as the band or the orchestra. The extent to which this individual instruction has gone is shown in that at the close of the year under review, two hundred and thirty-five boys in Girard College were taking private lessons or receiving instruction in groups on the instruments of their choice. Music has thus come to be a sort of universal subject in the educational program at Girard College.

MILITARY BATTALION

Twenty-five Girard College boys attended the camps of the Military Training Camps Association during the past summer. Numerous camps were included in the list of assignments, and favorable reports on the record of our boys came back. They were leaders in military work and in athletics, and so acquitted themselves as to be awarded prizes in numerous camps. The Commandant of a training camp in Maryland commented as follows on the Girard boys who were under his command: "The group of boys from Girard College has been a very material

factor in making for this camp whatever success it has attained. I am sure all concerned are very glad to have such a fine group attend each year."

Not only has Girard College made a contribution to the Military Training Camps activities through sending a group of boys who have had basal education in matters military, but the camps have rendered a distinct service to the College through the intensified training given to the boys who attend. The Commandant of the Battalion finds that these boys come back to become helpful factors in the drilling of recruits and the improving of the house companies to which they are assigned.

Brigadier General Edward L. King, Assistant Chief of Staff at Washington, reviewed the Battalion on Founder's Day, and commented favorably on the drill, and the bearing of both students and Alumni, as he came in contact with them. General King contributed a brief and appropriate address to the Chapel exercises of Founder's Day.

HEALTH

The establishment of good health habits, and the maintenance of a high health efficiency have been for many years a conscious objective, for the realization of which the medical service and all other agencies operating in Girard College have combined in a helpful relationship. It is a pleasure once again to record a comparatively small amount of serious illness for a calendar year. We are privileged also to chronicle the fact that another year has passed without the death of a Girard College boy, though a boy was stricken two days after he was brought here for examination and while the process of indenturing him to the College was still going on. After due consideration the Committees of the Board of Directors felt that this boy, not having been received into the College, was not a Girard College boy, and therefore his death does not appear in the statistical record of the health operations for the year.

Reviewing the record of Girard College for the past four calendar years, we find that no boy died in 1928; one boy died in 1929; no boy died at the College in 1930; and the one who died in 1931 had not been fully received into the institution. Happily,

we can chronicle another year in which we have had no case of either typhoid fever or diphtheria. Preventive measures have become quite as effective in warding off these erstwhile dreaded ailments as they have become in inducing immunity to small-pox.

The Infirmary housed during the year ninety-eight boys with measles, and thirty-four with chicken pox. A limited number of other infectious diseases brought the total in this branch of the work up to one hundred and fifty-four.

In part, the illnesses at the College are due to the privileges given boys to go outside, and to injudicious eating or unwarranted exposure while they are free from the careful supervision which is given to them within the College enclosure. This seems to be a price paid for encouraging contacts beyond the College wall. Inasmuch as boys ultimately must leave the College and go wholly to these outside contacts, it seems the part of wisdom to cultivate the outside influences and teach a boy to adapt himself to them, and to improve these influences as far as possible.

The eye, ear, nose, and throat work has gone forward with satisfactory results. Sixteen hundred and thirty-seven boys were submitted to a visual test during the past year, six hundred and thirty-five boys applied for examination and treatment, and one hundred and ninety-nine boys were refracted for new glasses. It is worthy of special mention that we passed a whole year without a single boy going to the Ophthalmologist with complaints of ocular discomfort, nor was there during the year an eye infection traced to the water in the swimming pools. The Ophthalmologist expresses the hope that new regulations which are being entered upon for the sterilization of water in the swimming pools, under a statute passed in 1931, will prove as efficacious as has been the sterilization of water heretofore by the use of a sulphate of copper solution.

One hundred and fifty-one boys were operated on for removal of adenoids and tonsils. Two were subjected to mastoid operations, and numerous other corrective operations were done in the field of nose, throat and ear practice. The results of this operative treatment are gratifying, in that during the

whole year, with an average attendance of more than sixteen hundred boys, there were but fourteen cases of acute tonsillitis. Not only this, but the number of cases of heart disease and kidney lesions has shown a marked decline.

Results of the medical service have demonstrated the effectiveness of preventive medicine. The larger number of our boys are kept well and in attendance with house groups, in classrooms, and on the playgrounds, where they regularly engage in the routine life of the institution. The general health of the College has been so good, and the low death-rate so favorable, that one of the special columns in a leading morning daily characterized Girard College as the healthiest place in the world.

Miss Floy E. Johnson, a nurse in the Infirmary since June, 1922, died on December 11. Miss Johnson had been in frail health for several years, and had submitted herself to operative treatment, but she failed gradually, and at the last suffered an attack of pneumonia for the recovery from which her vitality was not sufficient.

Following is a classified list of the diseases, operations and other matters of record for which pupils of the College were under observation in the Infirmary and dismissed during the year 1931.

NOSE, THROAT AND EAR DISEASES

Coryza, acute.....	20
Earache	7
Otitis Media, acute.....	60
Pharyngitis, acute.....	22
Sinusitis	11
Tonsillitis, acute.....	14

Total..... 134

RESPIRATORY DISEASES

Bronchitis, acute.....	120
Laryngitis, acute.....	103
Pneumonia, lobar	12

Total..... 235

DISEASES OF THE NERVOUS SYSTEM

Chorea	2
Epilepsy	1

Total..... 3

GASTRO-INTESTINAL DISEASES

Abdominal pain.....	7
Constipation	3
Diarrhoea	3
Gastro-Enteritis	60
Jaundice, acute catarrhal.....	4

Total..... 77

ACUTE INFECTIOUS DISEASES

Measles	98
Mumps	1
Rheumatic Fever.....	9
Scarlet Fever	9
Septicaemia, Steptococcus (abscess)	1
Tuberculous Meningitis	1
Varicella	34
Whooping Cough	1

Total..... 154

SKIN DISEASES	
Dermatitis Venenata	3
Dermatitis eczematous	16
Dermatitis, dermatophytic re- pens.....	1
Eczema, acute	3
Eczema, chronic	1
Erythema, simple	4
Erythema, toxic	7
Impetigo contagiosa.....	23
Pediculosis capitis.....	9
Pityriasis rosea	4
Scabies	2
Urticaria	5
Tinea cruris	4
Total.....	82

EYE DISEASES	
Blepharitis	2
Corneal ulcer	3
Conjunctivitis, simple	20
Conjunctivitis, acute catarrhal..	10
Conjunctivitis, traumatic	2
Foreign body in the eye.....	4
Hyphemia	1
Hemorrhage, subconjunctival..	3
Keratitis, phlyctenular	2
Rupture of iris	1
Ulcer of cornea	3
Total	51

ACCIDENTS	
Arthritis of hip, traumatic....	1
Arthritis of knee, traumatic..	3
Bursitis of knee, traumatic..	2
Dislocation of elbow joint....	2
Dislocation of wrist joint....	1
Fracture of internal condyle of humerus.....	2
Fracture, Epiphyseal separa- tion of fibula.....	1
Fracture of femur, comminu- ted, at knee joint	1
Fracture of humerus, supra- condyloid	1
Fracture of humerus, inter- condyloid	2
Fracture of ulna, olecranon..	1
Sprain of ankle joint.....	15
Sprain of knee joint	5
Sprain of back muscles.....	2
Sprain of thigh muscles.....	7
Wounds: infected	31
" : contused.....	24
" : lacerated	7
Total	108

MISCELLANEOUS DISEASES	
Albuminuria	1
Diabetes Mellitus	3
Empyema operation (convales- cence)	1
Endocarditis, chronic	1
Lumbago	2
Nephritis, acute	1
Nephritis, chronic	1
Reaction following anti-typhoid vaccine	7
Total.....	17

LOCALIZED INFLAMMATIONS	
Abscess of leg.....	2
Abscess, alveolar	1
Abscess, palmar	3
Abscess of shoulder.....	1
Abscess of jaw	1
Abscess, peritonsillar	2
Adenitis, cervical.....	4
Adenitis, inguinal.....	3
Cellulitis of leg following in- fection.....	7
Furunculosis.....	4
Furuncle of ear canal.....	5
Periostitis	1
Total.....	34

OPERATIONS	
Appendectomy	4
Circumcisions	32
Cyst of lip excised.....	1
Clot removed from vein.....	1
Hernia, operation for radical cure.....	6
Hydrocele	1
Mastoid abscess, opened and drained.....	2
Submucous resection	6
Sublunar cartilage of knee ex- cised	1
Strabismus operation.....	1
Tonsils and adenoids removed	151
Tumor, angioma of thumb, ex- cised.....	1
Tenotomy, plantar fascia....	1
Undescended testicle, operation for	4
Varicocele.....	1
Total.....	213

UNCLASSIFIED	
Discipline	15
Observation	873
Total.....	888

Average daily census for the year 1931.....	29.
Average number of hospital days per patient.....	5.25
Total number under observation in the Infirmary in 1931.....	1996

DENTAL DEPARTMENT

At present the prevention of poor teeth is generally regarded as one of the necessities for the maintenance of good health. For many of the ills which flesh is heir to, the teeth come immediately under suspicion. The extension of x-ray examinations in diagnoses has brought to light hitherto undreamed of points of focal infection, and the same method of examination has also revealed mouth conditions which call for immediate operative treatment.

One of the changes of the year at Girard College has been a larger use of the x-ray for examination, and an increase in the amount of oral surgery, the necessity for which the x-ray examinations revealed. The practice of making an x-ray examination of the mouths of all boys before they leave the College brought to light many cases of impacted teeth and other malformations which could be corrected only by surgical service. After this matter had been gone into with care by the Visiting Dentist the position of Visiting Oral Surgeon was established. With the establishment of this position, Dr. James R. Cameron, who is Visiting Oral Surgeon at the Pennsylvania Hospital, was appointed, and Dr. Cameron has done a goodly number of operations.

Another important development of the year has been the establishment of a closer relation between the dental service and those who are charged with the household care of the boys. The Assistant to the Visiting Dentist began a campaign of education, going himself to various groups of boys in their lavatories, and arranging for other dentists in the service to go to other groups. Boys were taught to brush their teeth, and given at first hand the necessary lessons in keeping them in proper condition. This is an education both to the boys and to the governesses and housemaster to whom they are assigned. Growing out of this work, there has been developed a chart of instructions for brushing the teeth, which has been used as a means of further education. It is a matter of common knowledge that relatively few

persons do really know how properly to brush and care for their teeth. Future decay, personal discomfort, the endangering of health and the ultimate loss of teeth all grow out of the neglect which is so prevalent, especially with growing boys. The period of adolescence calls for special attention to and care of the teeth, and the training of the officers of the College and the boys in this important matter is more valuable than is the attention to teeth after decay has set in.

The accompanying statistics show a very active year in the dental clinic. In part, this is due to an increase in the population of the College, but even more largely it is due to a campaign of catching up with back work and getting boys to the point where every one will be seen once a year without fail, and at shorter intervals, as far as that is possible. Indeed, the ideal adopted for the Dental Department as the minimum of its service is "see your dentist at least twice a year."

To keep up with the routine attention of cleaning, examining, and treating teeth, added help was necessary. After this matter had been gone into and the facts presented to the Committee, an additional Assistant Dentist was approved, and came on duty during the autumn. This gives Girard College the full time of six operating dentists, and a Clerical Assistant to keep the records, make appointments, and supervise the coming and going of patients; also the services of a Visiting Dentist, who guides the policies of the Department, selects assistants, gives them supervision and instruction, and in general is responsible for the policies and esprit de corps of the organization; and, in addition, a Visiting Oral Surgeon, mentioned above.

With this increase in the staff, the quarters occupied by the Dental Department have proved inadequate, and some changes are greatly to be desired. When the round ward on the first floor of the Infirmary was assigned to the Dental Department, three dentists were contemplated for the service here, and a cubicle or operating room was made available for each of them. The room immediately to the rear was utilized as a laboratory and x-ray room. As we have gone forward, the three dentists have grown to six, the amount of x-ray and laboratory work has been greatly increased, and

the facilities remain exactly as they were. This means that we have had to convert the laboratory into an operating room and make it serve for two chairs. One of the cubicles has been crowded with a second chair. The waiting room is quite too small for the number of boys coming and going and awaiting their turns. On making a survey, it was found that the long ward on the first floor of the Infirmary is little used for Infirmary purposes, and we believe that part of this ward is far more valuable as a means of treating boys to keep them well than it is to be kept with a view to use in case of illness. But once in the past twenty years has the amount of illness been such that the long ward on the first floor was necessary for hospitalization, and that was in the unusual condition brought on by the influenza epidemic of 1918. Such an epidemic is not likely to occur except at long intervals, and when it did occur the long ward proved insufficient, and we had to convert dormitories into hospital wards, and were able thereby to care for the boys in an emergency quite satisfactorily. The medical staff of the College can manage its routine work by using the round ward on the first floor in place of the long ward, thus making a part of the latter available for the more satisfactory housing of the Dental Department.

STATISTICAL REPORT

	1929	1930	Percentage	1931	Percentage
Amalgam fillings.....	2,506	1,685	32.7 Dec.	4,046	140.1 Inc.
Phosphate fillings.....	3,900	3,429	12.0 "	3,209	6.4 Dec.
Gutta Percha fillings.....	611	514	15.8 "	82	84.0 "
Gold Foil fillings.....	0	0	00.0	20	
Temporary stoppings.....	72	360	400.0 Inc.	567	57.5 Inc.
Permanent teeth devitalized.....	13	6	53.8 Dec.	2	66.6 Dec.
Temporary teeth devitalized.....	0	0	00.0	0	00.0
Permanent teeth putrescent.....	6	13	116.6 Inc.	6	53.8 Dec.
Temporary teeth putrescent.....	25	3	88.0 Dec.	15	400.0 Inc.
Permanent teeth abscessed.....	3	4	33.3 Inc.	4	00.0
Temporary teeth abscessed.....	9	9	00.0	12	33.3 Inc.
Permanent root canals filled.....	31	28	9.6 Dec.	21	25.0 Dec.
Temporary root canals filled.....	1	0		0	00.0
Dental Radiographs made.....	201	325	61.6 Inc.	3,153	808.6 Inc.
Inlays.....	64	41	35.9 Dec.	54	31.7 Inc.
Crowns.....	8	7	12.5 "	4	42.8 Dec.
Bridges.....	0	1		4	300.0 Inc.
Teeth Cleaned.....	3,333	2,761	17.1 Dec.	1,511	45.2 Dec.
Extraction of Perm. teeth.....	28	45	60.7 Inc.	69	53.3 Inc.
Number treatments.....	7,374	7,349	.3 Dec.	6,426	12.5 Dec.
Cultures.....	0	0	00.0	28	
Dentures.....	0	0	00.0	5	
Oral Surgical Operations.....	0	0	00.0	16	
Total number of operations.....	18,402	16,649	9.5 Dec.	19,221	15.4 Inc.

INCREASE AND DECREASE FROM 1929 TO 1931

	1929	1930		1931
Permanent teeth devitalized.....	13	6	53.8 Dec.	2 66.6 Dec.
Permanent teeth putrescent.....	6	13	116.8 Inc.	6 53.8 Dec.
Permanent teeth abscessed.....	3	4	33.3 Inc.	4 00.0

DECREASE IN NINETEEN YEARS AND TWENTY YEARS

	1912	1930		1931
Permanent teeth devitalized.....	170	6	96.4 Dec.	2 98.8 Dec.
Permanent teeth putrescent.....	151	13	91.3 "	6 96.0 "
Permanent teeth abscessed.....	22	4	81.8 "	4 81.8 "
Average.....	343	23	93.2 Dec.	12 96.5 Dec.

	Gold	Inlays	Amalgam	Cement and Gutta Percha	Total
1928			2772	3383	6155
1929		64	2506	4283	7153
1930		41	1685	4303	6029
1931	20	54	4046	3858	7978

1931—112 X-ray Pictures taken for the Medical Department.

GROUNDS AND BUILDINGS

In the report for 1930, mention was made of the retirement of Mr. Frank O. Zesinger, who had served continuously in Girard College from October 15, 1885, until February of 1930. It now becomes necessary to record the death of Mr. Zesinger on September 23, 1931.

Mr. Zesinger was stricken in Philadelphia, en route from his summer home on Casco Bay to his winter home in Atlantic City. His passing was sudden and quite unexpected. Funeral services were held in the St. Matthews Protestant Episcopal Church, of which he was a vestryman; the proximity of the Church made it possible for a goodly number of Mr. Zesinger's friends here to pay their last tribute of respect. With his having been called from earth, we can only repeat the expressions earlier made; Mr. Zesinger lived an honorable and useful life and was held in high esteem by all who knew him.

The work under the Superintendent of Grounds, Buildings and Supplies has moved smoothly, and, we believe, also to the improvement of the administrative organization. The activities of this department fall naturally into four divisions, they being: purchasing and office work, which are under the supervision of the Assistant Superintendent; heat, light, and power, which are under the supervision of the Chief Engineer;

repairs and upkeep of buildings, and care of grounds, each of which is supervised by a competent and experienced head. This makes a workable organization, which, if it be properly staffed, can scarcely fail of securing an effective and economical administration of the activities which head up in this department.

The building program has gone on apace during the past year. The Junior School Building was turned over in March, and has proved to be a splendid addition to the facilities of the College. The work of the schools, the care of the boys in their out of school activities, and the many forms of domestic services all have been improved with the use of the Junior School Building. The contribution of the enlarged playground, earlier mentioned, is not the least of the gains which have come from the erection of this building.

The Chapel, which had been brought into use in 1878, was demolished during the late spring and summer, and a new Chapel is now in the course of erection. The new Chapel, with its enlarged capacity and improved appointments, promises much, and we are looking forward to the entering on the occupancy of this as a further forward step.

New houses for the three executives who reside on the College grounds were made available in May of the year under review. The arrangement of these houses, with the roadways and landscaping introduced, have greatly improved the east end of the grounds. The houses are modest in size and pleasing in their architectural effect, yet they admirably serve their purpose, and look to be what they are and what it was intended to make them, comfortable, living quarters for the President, the Vice-President, and the Superintendent of Household.

Immediately after the vacating of Building Number One, plans for the alteration of this were considered and a contract for this alteration was begun in the early summer. The roof of the building was raised to correspond with Bordeaux, Mariner and Merchant Halls. The entrances from both the east and west sides of the first floor were removed, and reconstructions introduced to make this building conform more nearly to the three buildings above mentioned, of which in

size and style of construction it is fairly a counterpart. Internal changes have also been made to adapt this building to special purposes for the post-high school group, and perhaps also for a selected group of older high school boys. Kitchen and dining room facilities have been provided, and the building is so adapted as to make it available as living quarters for sixty-six boys, thirty-six of whom will be accommodated in the north end as one unit, and thirty similarly accommodated in the south end.

During the summer and autumn, plans have been under consideration for the erection of a small Library building, immediately east of the Lodge. When this building is carried to completion, it will further change, and, we believe, also improve the east end of the grounds, and it will introduce more of the element of what has come to be regarded in schools and colleges as a center of the life of the place—known in other institutions as yard, quad, or campus. It is hoped that the Library building can be made to contribute to the attractiveness of the front entrance and the appearance of the grounds, as we feel confident that it will add to the effectiveness of our educational activities.

During the past year Dr. R. Tait McKenzie has proceeded towards the completion of his memorial to the Girard boys who served in the World War. Dr. McKenzie has designed a statue representing a youth offering his sword to country, symbolized by a Greek matron. This is to be placed in the space between Mariner and Merchant Halls, and immediately north of the High School and south of the Dining and Service Building. The position is admirable, and there is every promise that this will be a worthy memorial to the Girard boys who served in the World War, as we believe it will be an added attraction to the grounds.

With the building changes above mentioned, the program of enlargement on which the College entered in 1925 will be completed, except for the rebuilding of Banker Hall. That building was the first erected following the original five which were made ready before the College was opened. It was constructed originally for service appointments, and was later

adapted for the use of boys by enlargement and both interior and exterior alterations. The building is the most poorly constructed of any in the College group, and gives the least favorable appearance of all the buildings. The space between Merchant Hall and the Infirmary can, we believe, be made to accommodate a "letter H" building, which will furnish facilities for more boys than are accommodated in the present Banker Hall. In the fulness of time the Board of Directors will no doubt want to have this building reconstructed and thus complete the program of enlargement.

It is a pleasure to record the improvements in the facilities supervised by the Department of Grounds, Buildings and Supplies, in such matters as the reconstruction of a large platform scale for the weighing of coal delivered making possible the trustworthy record of all coal received; the introduction of a forced draft or blower system on the boilers making possible the burning of rice coal, at a saving of approximately \$11,000 a year in the coal bill; and the erection of a turbo-generating unit, which, it is believed, will adequately meet the increased demands of the electric load.

The usual vigilance of the officers of the College to prevent fires has enabled us to go through another year in safety. A careful quarterly inspection of buildings, working appliances and implements, and so forth, is made, and the results reported to the Committee on Household. A strict enforcement of the regulations against smoking and boys carrying matches, has, we believe, still further added to the fire protection. The record of the Fire Underwriters shows schools to be notoriously bad fire risks. Certain schools have repeatedly had fires, and in both schools and colleges fires are all too frequent. It can but be regarded to the credit of the Board of control and the administration that Girard College has had so large a number of boys in its care for a period of eighty-four years, and thus far has never lost a building by fire, and has had no serious menace to the safety of the lives of its boys at any time. This record should stimulate to greater vigilance so that in the years to come we may maintain the high standards of those who preceded us.

PRIZES

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work:

September Award—Lee Gassert
February Award—Carl Zoerner

Prizes awarded by the Girard College Alumni to the three members of the Senior classes for the best original declamations were presented in February:

- | | |
|------------------------------|---------|
| 1. Olimpio Napoliello..... | \$15.00 |
| 2. Howard A. Andrews | 10.00 |
| 3. Robert C. Kerstetter..... | 5.00 |

Bronze medals were presented by l'Alliance Française to the pupils of the High School showing the greatest proficiency in the study of the French language and literature:

September Award—Samuel G. Lebowitz
February Award—Frank DeSanto

The "Early Eighties" prizes, presented in the name of John Humphreys were awarded in September for the best descriptive essays of the annual trip of the Senior classes to the coal properties of the Girard Estate in Schuylkill County and in February for the best descriptive essays of the annual trip of the Senior classes to Washington, as follows:

- | September | February |
|-------------------------------|--------------------------|
| 1. Lloyd C. Minter.....\$8.00 | John C. Lewis.....\$8.00 |
| 2. William P. Fornwalt.. 5.00 | Michael Massa.. 5.00 |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Thrift" by pupils of the Second High School year, were awarded as follows:

- | September | February |
|--------------------------------|-------------------------------|
| 1. Frank P. Singles.....\$6.00 | Francis A. Neibert.....\$6.00 |
| 2. Samuel G. Lebowitz... 4.00 | George C. Anton..... 4.00 |
| 3. John J. Wiley ... 3.00 | Frank DeSanto..... 3.00 |

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September	
1. John W. Deimler, Electrical Shop..	\$8.00
2. Norman E. Merrell, Trade Drafting	5.00
February	
1. Walter H. Zondler, Carpentry	\$8.00
2. Alfred W. Estill, Patternmaking	5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September	February
1. Thomas H. Boal.. \$8.00	Raymond Strittmatter.....\$8.00
2. Fred B. Hoffmire 5.00	Francis Neibert 5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September	February
1. Clair A. Artz.....\$12.00	Lloyd C. Minter.....\$12.00
2. William P. Fornwalt.. 6.00	Alfred Moscariello..... 6.00

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania for general proficiency in athletics, was presented in February to Walter H. Zondler.

Three prizes, awarded by Mr. Harry Brocklehurst, Class of 1871, for the best essays on "Safety Devices," were presented in February to:

1. Roy J. White.....	\$5.00
2. William J. Irwin.....	3.00
3. Joseph Vogel	2.00

The George S. Windle scholarship aid of \$25.00 contributed by the Girard Club of Wyoming Valley to a former Girard student who is continuing his education, preference being given to a boy coming from the Greater Wilkes-Barre District, was awarded in February to Malcolm McCulloch, class of June, 1928, who is attending State Teachers' College, Stroudsburg, Pa.

The Central Pennsylvania Alumni scholarship aid of \$25.00 contributed by the Central Pennsylvania Alumni to assist a former Girard student who is continuing his education, preference being given to a boy coming from Central Pennsylvania, was awarded in February to Glen M. Weakley, Class of June, 1928, who is attending State Teachers' College, West Chester, Pa.

The Girard Band Association prizes, awarded to the students showing the greatest advancement in proficiency on the stringed instruments, were presented in February to:

1. Edward N. Brown, Cello\$5.00
2. Lewis B. Martin, Violin..... 2.50

The Girard Band Association prizes, in the form of certificates to apply to the purchase of musical instruments, awarded to the two outstanding students in the Department of Instrumental Music, Class of January 1932, were presented in February to:

1. Anthony Alfe\$25.00
2. Warren E. Whiteoak 15.00

The Howard L. Williams prize, awarded to the students of the graduating classes attaining the greatest proficiency in shorthand, were presented to:

- September Award—William P. Fornwalt.....\$10.00
- February Award—Albert Bell..... 10.00

The Frank Honicker prize of \$10.00, awarded to the commercial student attaining the best all-around record in secretarial studies during the Senior year, was presented in February to Carl Zoerner.

The Art Class prizes of \$2.50 each, awarded to the students of that class producing the best water color painting and the best drawing during the year, were presented in February to Frederick B. Hoffmire.

Bronze medals awarded by the American Legion through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best record in scholarship, athletics, and citizenship combined were presented to:

- September Award—Carl Michaels.
- February Award—Robert W. Allen.

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards:

1. Walter H. Maurer, Company D, Saber
2. Lloyd Stewart, Company B, Silver Medal

February Awards:

1. Carl Zoerner, Company C, Saber
2. Alfred Moscariello, Company B, Silver Medal

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards:

1. William F. A. Gibney, Sergeant, Company B
2. Joseph L. Kingsmore, Corporal, Company D

February Awards:

1. Harold Kerney, Private, Company B
2. Joseph Dedco, Private, Company C

Photographs of the winning companies were presented to members of those companies.

Prizes presented by the College in February for proficiency in piano music:

- | | |
|--------------------------|--------|
| 1. John A. Miller..... | \$5.00 |
| 2. Samuel G. Fisher..... | 2.50 |

Prizes presented by the College for proficiency in manual arts:

September Awards:

- | | |
|---|--------|
| 1. William Campbell, books to the value of..... | \$5.00 |
| 2. Logan J. Conerby, books to the value of..... | 3.00 |

February Awards:

- | | |
|---|--------|
| 1. Harold T. Snyder, books to the value of..... | \$5.00 |
| 2. Samuel Randolph, books to the value of..... | 3.00 |

Prizes presented by the College in February for the best singing with soprano or alto voice:

- | | |
|---|--------|
| 1. Caesar Antoniaci, books to the value of..... | \$5.00 |
| 2. Raphael Massa, books to the value of..... | 3.00 |

DOMESTIC ECONOMY

With the entering on the use of the Junior School Building, a splendid opportunity was afforded to systematize the work in Domestic Economy. The first change was made in the appointment of Miss Mabel D. Newcomer as Superintendent of the House Group at the west end, with enlarged responsibilities in the work of the Household and Domestic Economy Departments. Miss Newcomer has served for a time as a Governess, having originally come to the College in that capacity, and has in later years served as an Assistant Supervisor in the Department of Domestic Economy in the old Junior School Building. A few months have shown that no mistake was made in undertaking this form of organization, or in the appointment of Miss Newcomer to the Superintendency of the House Group.

The enlarged Junior School Building presented a new problem of supervision, which was solved by the appointment of Miss Dorothy W. Gaunt as Dietitian-Supervisor. Miss Gaunt has had a good range of business and domestic economy experience, having in her earlier employment been in commercial work, and later had training in domestic science. She had practical experience as a Dietitian in the Pennsylvania Hospital and at Stamford Hall in Stamford, Connecticut. The former Supervisor in the Junior School Building was continued as Miss Gaunt's assistant, and Miss Newcomer was given an assistant, who has had training and experience in the field of dietetics. Thus, with a Head Dietitian in the Dining and Service Building, and this staffing of other branches of the work, we are equipped to carry into the domestic service the same principles of subdivision which were mentioned above as being so desirable in the household and school activities.

Clearly, Stephen Girard did not wish the stamp of institutionalism to be placed on the boys who were to be educated by his institution. His prohibition against a distinctive dress ever being worn indicated that he fully understood the depressing and damaging effects of the institution brand. More and more we are striving to break up the tendency to the lock-step, and uniformity of procedure in the diet, clothing, household

care, recreation and education of the boys. The extent to which this has gone is illustrated by a recent purchase of cloth for the boy's clothing. The Director of the Philadelphia Textile School was engaged as an expert to counsel our purchasing department in the selection of cloth, a trip was made to the wholesale markets, and forty-two varieties of fabrics were chosen, from seven selling agencies representing mills located in the Middle States, New England, and the South. A long-time resident of Philadelphia recently remarked that he was sorry that we no longer allowed the boys of the College to go on the street, and when he was assured that the privileges of the boys to go on the street were enlarged rather than curtailed, he made the observation that he had not seen a Girard College boy on the street for several years. The old cap and the style of dress which made possible the recognition of Girard College boys are no more, and hundreds of boys go out on Saturdays, holidays, and during vacations with no distinguishing mark upon them. This, we believe, is carrying out to the letter the direction of the Founder when he embodied in his Will that no distinctive dress should ever be worn.

The decrease in the cost of living which has been obvious during the past year has evidenced itself in many directions. The per capita subsistence expense, making the basis of the computation the number of boys in average attendance, was fifty and one-half cents per day per boy for food only. If, to the number of boys be added the number of officers and employes who are entitled to meals in the College, the per capita cost becomes forty-one cents per day. This is approximately a twenty-one percent decrease over the cost of subsistence for the year of 1930.

The expenditure for clothing for 1931 averaged \$75.22 per boy. The cost for 1930 was \$84.22 per boy, or a decrease in clothing expenditure of 10.6 percent. The per capita cost for the maintenance of the institution as a whole is shown on page 81. The total per capita for all the services of the institution in 1931 was \$1109.50. The similar cost of 1930 was \$1160.80, and for 1929, \$1147.52. The sub-division of this is shown by the table opposite.

The total ordinary expenditures in 1931 for the maintenance of Girard College amounted to \$1,786,310.70. The average number of pupils maintained was increased to 1610, and the cost of maintenance per capita \$1,109.50, as follows:

	Amount	Per Capita
General Administration	\$60,374.85	\$37.50
Retiring Allowances	41,493.32	25.78
Group Insurance	13,130.34	8.16
Admission and Discharge	49,559.70	30.79
High School	265,125.10	164.68
Middle School	79,086.76	49.12
Junior School	51,493.37	31.99
Physical Training and Athletics.....	32,912.68	20.45
Library	28,098.96	17.45
Battalion of Cadets	13,153.82	8.17
Instrumental Music	25,116.14	15.60
Chorus	4,126.07	2.56
Special Classes	6,214.10	3.86
Professional Improvement of Staff....	426.20	.26
Post-High School Course	2,284.91	1.42
Excursions and Field Visits.....	5,640.78	3.50
Entertainments and Lectures.....	1,040.00	.65
College Home Life	232,790.07	144.59
Department of Health.....	87,083.64	54.09
Food and Dining Room Service.....	455,749.79	283.07
Clothing	175,192.60	108.82
Laundry	74,060.45	46.00
Maintenance of Grounds.....	40,579.77	25.20
Garage	8,929.44	5.55
Incidentals	2,514.10	1.56
Transportation of Pupils.....	11,536.66	7.17
Insurance	2,262.43	1.41
Celebration of Founder's Day.....	5,155.26	3.20
Summer Camp	8,680.84	5.35
Motion Picture Apparatus, High School	2,498.55	1.55
	<u>\$1,786,310.70</u>	<u>\$1,109.50</u>

Year	Cost of Maintenance	Per Capita Cost
1931	\$1,786,310.70	\$1,109.50
1930	1,776,030.46	1,160.80
Increase	<u>\$ 10,280.24</u>	<u>Decrease \$ 51.30</u>

The figures above given indicate the general trend in cost of living. The cost in Girard College has tended to keep up due to the bringing of new buildings into use and the improvement of service, which necessarily have led to the maintenance costs as given. As compared with the cost of sending boys to good grades of private boarding schools, and considering the services rendered, the maintenance cost in Girard College does not seem excessive. During all the last year, the administration of the College has had consciously in the foreground the effort to keep expenses down and to lower the per capita cost as much as possible without the curtailment of the benefits which the College is rendering to the boys for whom it has assumed an obligation.

ADMISSION AND DISCHARGE

The Superintendent of Admission and Discharge has during the past year faced one of the most difficult tasks which could well be presented. In addition to the boys regularly leaving the College, for whom there have been insufficient employment opportunities, a large number of former students have been thrown out of employment, due to the economic depression which has closed or decreased the employment rolls of many businesses. Certain unemployed boys have been kept busy in the effort to find openings through circularizing and distribution of appeals. While the returns from these efforts have been small, some returns have resulted, and we believe that effort of this sort, well done, is helpful in drawing Girard College and its product to the attention of the business interests of the community.

The Superintendent has been active in making addresses before service and dining clubs, church and educational organizations, and other representative bodies. These have been delivered in Philadelphia, the other large cities of Pennsylvania as far away as Pittsburgh, and the nearby communities of New Jersey. These efforts keep the College definitely in the minds of those who, sooner or later, will be in a position to suggest openings for our boys. An institution as an individual can never have too many friends, and friends made and

carried are an asset which may prove helpful in ways that we know not of.

The Superintendent of Admission and Discharge was honored during the year by being chosen President of the Association of Superintendents of Institutions of Pennsylvania. In connection with his service to that organization, it seemed desirable for him to attend the National Conference of Social Work in Minneapolis, which gave enlarged contacts and broadened the interests of the Superintendent. This is another direction in which Girard College can aid other institutions, and service to others brings a helpful return to the institution rendering it.

We are pleased to record the visit to the College during the preceding spring of the Director of the Bureau of Children of the Pennsylvania Department of Welfare. A representative of this Department had inspected Girard College in former years, but this year the College had the distinction of having the Head of the Bureau as the inspecting officer. The Director evidenced much interest in our school system, the health work of the College, the extra-curricular activities, the Library, the social life and the all-round training being given. As we could but wish, her report did not stop with commendation, but offered numerous suggestions for improvements, which, it is believed, can be introduced. One of the first of these recommendations is for the appointment of a psychiatrist who will give us an added insight in dealing with the problems of better serving our boys.

It is a source of satisfaction to the officers of the College, as we feel it will be to the board of control, that our work is receiving the interest and recommendations for betterment from the forward-looking management of the Bureau of Children. To those of us who are engaged in the work at Girard College, it is also a pleasure to be actively identified with the Association of Superintendents of Institutions in the State at large, and to have contacts with the national organization devoted to social work. It so happens that in 1932 the National Conference will be held in Philadelphia, and the Pennsyl-

vania Association of Superintendents of Institutions will have its meeting in connection with the National Conference.

At the close of the calendar year 1931, the names of 488 boys were standing on the waiting list as applicants for admission into Girard College. A year earlier, the number was 663; two years earlier, 624; and three years earlier, 516. This slight decrease in the number of applicants is accounted for from there having been admitted into the College during the year 1931, 346 boys, as against 181 admitted in 1930, and 170 in 1929. The total number of boys examined for admission in 1931 was 681; in 1930, 348; and in 1929, 275. Thus while the waiting list was slightly reduced in size, the reduction was not commensurate with the number of boys who were removed from the list by examinations for admission. It is interesting to note that the number of boys admitted last year was 50.8 percent of the number examined. The percentage of those admitted to those examined in 1930 was 52.8 percent, and the corresponding percentage in 1929 was 61.8 percent. The classification of pupils admitted during 1931 is shown by the accompanying table:

PUPILS ADMITTED DURING 1931

MEDICAL		ANTHROPOMETRIC	
Good	168	Above standard	263
Normal	167	Above in height	25
Fair	13	Above in weight	12
		Below standard	48
OPTICAL		AGE AT ENTRANCE	
Good	2	6 -6½	6
Normal	342	6½-7	41
Fair	4	7 -7½	69
		7½-8	45
		8 -8½	47
		8½-9	36
		9 -9½	47
		9½-10	57
PSYCHOLOGICAL		CLASSIFICATION	
Excellent	69	On grade or above	33
Good	121	Less than one year retarded..	224
Normal	146	More than one but less than	
Unsatisfactory ..	12	two years retarded	91
		Below normal by Formboard ..	8
SCHOOL			
Excellent	0		
Good	35		
Average	272		
Unsatisfactory ..	41		

Two tendencies have affected the reduction in the percentage of boys admitted to boys examined. These are: the practice of re-registering boys who have failed in a former examination, a large proportion of whom fail when their turns are reached a second time. In some cases boys have been re-registered a second time, and given a third examination, only to fail in this; but insomuch as the mothers wish to have every opportunity for a boy to qualify if possible, for admission, we do not feel that we can refuse the re-registering of a boy, and reexamining him when his name is duly reached on the list.

The school classification of boys at admission indicates that our standards are not arbitrary or unfair. Of the boys received this year, only 33 were on grade, or classified as being above grade. The larger number were slightly below grade, while the next larger number were retarded more than a year. Many of this latter group promptly make up their retardation, due to their demonstrated mental abilities, and the fact that before being presented they have, through illness or lack of suitable school facilities, not received opportunities for schooling.

The reduction in the percentage of boys admitted to boys examined has been further contributed to by the gradual raising of the standards for admission. An increasing number of applicants on the one side, and a studied effort to improve the educational opportunities afforded in Girard College on the other, is an added reason for selecting high grade boys, who will be able to turn their opportunities to the best possible account. If the College were to take boys in order from the top of the list, a large proportion of those for whom application is made would never receive consideration. The deserving of boys and their abilities to profit from being admitted into Girard College can be given the fullest consideration only when the application list is considered more nearly in its entirety.

One gratifying result of the discharge of boys has been their attendance on higher institutions of learning. Seventy-three during the present year are in residence for day courses

in colleges and universities. In addition, an equal or larger number are registered for night courses in various institutions. Practically all of these boys are working to support themselves in part at least in college. As far as possible aid is rendered to the extent of paying the tuition fees of deserving Girard boys who wish to go to college, but unfortunately in the past year the amount available for this purpose has been considerably curtailed. Some of the invested funds have not produced as large an income as formerly, and we have received from the Alumni decreased contributions for scholarship aid. The colleges to which our boys are going make a considerable list. Most largely they are in attendance on the Pennsylvania State College. The University of Pennsylvania and Drexel Institute each have an equal number of our graduates. The institution next most largely patronized is the West Chester State Teachers College, following which the numbers are quite widely distributed, including Temple University, the United States Naval Academy, the School of Industrial Art, theological seminaries, and various colleges and universities up and down the land. Some of the boys are pursuing liberal study courses, with a view to becoming teachers, but most of them are engaged in studies preparatory to careers in business, industry, medicine, or theology.

ALUMNI

The Girard College Alumni have maintained an active interest in the College during the past year. The officers of the Alumni association are often here in conference with the officers of the College, tendering the good offices of the Alumni in any way in which they can serve, and inviting suggestions and help in promoting the work of the Alumni association. In no year for many last past has there been more intimate and helpful relationships between the Alumni and the College than in 1931.

The recently organized Alumni Club in greater New York has held meetings at monthly intervals throughout the year, and numerous officers of the College have attended these meetings and presented reports and greetings from the home

school. The latest addition to the list of Alumni organizations is that of Washington, D. C., which has been given the title, "Capital City Chapter Girard College Alumni." The Superintendent of Admission and Discharge, and other officers of the College have attended the meetings of this group, and it has already made itself felt in the celebration of Girard's birthday and in a contribution to the scholarship fund maintained by the College.

In addition to the Alumni service in the old Chapel the last Sunday evening before it was demolished, numerous other meetings and rallies were held here during the year. One of the most interesting of these was in October, at which one hundred and fifty or more were in attendance, ranging in age from James LaSerre, who was in the group of the first hundred boys admitted into the College in 1847, to boys who were graduated in June 1931. More than eighty-three years of Girard College history were spanned by the group which attended this meeting.

Founder's Day was celebrated with the usual large attendance and an exuberant spirit, which evidenced that Alumni who get back to their boyhood school become in a measure boys again. One interesting feature of the last Founder's Day celebration was a recognition ceremony in the Chapel exercises of all Alumni who have been out of the College sixty years. Sixteen men were present who answered to this specification. Similar recognition was made in the exercises of the man who had traveled the greatest distance to attend the Founder's Day celebration. Repeatedly we have expressions of appreciation for the recognition of the Alumni who have been out sixty or more years, and hereafter a feature of the annual celebration will be such a recognition service to those present who have had sixty years of life since leaving the College.

Two Alumni of advanced years passed away early in 1932. These were Captain William T. Miller, who was nearly ninety-three years of age, and James LaSerre, mentioned above, who was past ninety. Both were loyal Girardians, who kept an active interest in the College and came back whenever possible.

We also lost during the past year by death Mr. William

O. Atwood, City Engineer and Surveyor of Baltimore. Mr. Atwood graduated from the College in 1879 and spent all the years since that time in Baltimore, where he had earned for himself the high respect of the community. A few years ago he spoke acceptably for the Alumni at a Founder's Day celebration, and for years he came once each year as a Chapel speaker. His deep interest in the boys of the College, and his earnest, consecrated life, made his Chapel talks challenging and helpful. The death of this son of Girard was indeed a great loss.

Two Alumni in the past year have evidenced their interest in the College by bequests which they made. One of these was George L. Meyer, of Coatesville, who died during the spring. Mr. Meyer left the securities, of which he died possessed, for the establishment of a scholarship for the education of Girard College graduates. According to the terms of the will, these securities will be turned over to the Board of Directors of City Trusts for the endowment of this scholarship. Mr. Meyer estimated the securities to be worth \$20,000, but an unfavorable market has shrunk their value. This act evidenced a deep interest in the Girard College of the present and a desire to serve the Girard graduates of the future.

Another loyal Alumnus has made the College a residuary legatee after the income on the sum of \$10,000 has been enjoyed as a life interest by two legatees, both of whom are above fifty years of age.

It is gratifying to note this growing interest in the establishment of scholarships, and at present no service which could be rendered by Alumni is more needed, or will be more gratefully received. Ambitious and worthy boys are desirous of continuing their education, but as tuition charges for attendance on colleges and universities have been much increased in late years, the probabilities of their going by their own unaided effort become increasingly less.

The Board of City Trusts can not use the income of The Girard Estate for scholarship aid to those who have left the College. An endowment of a scholarship, which would net \$400 a year income, opens the way for a boy to go to college

who otherwise would not be able to go, and no memorial or gift seems more enduring or more worth while than the establishment of a fund which will go on in perpetuity to aid these worth while Alumni to better their preparation for life. The conspicuous Girard Alumni of the future will, we believe, come out of the group of ambitious, capable fellows who give themselves further education. Happily, the Girard Estate does not need contributions, and it is doubtful whether the Board of Directors of City Trusts would accept gifts from the Alumni for the purposes of the College. The Board, however, will be most happy to accept and administer scholarship foundations which are for the benefit of other Girard Alumni; by this means, graduates who have been blessed with worldly prosperity may in some measure make return for what Girard has done for them; they may leave in their own names or those of members of their families worthy memorials, and they can set in motion an endowment which will go on working in their names for all the years to come.

GIRARD ANNIVERSARY

The year 1931 marked the one hundredth anniversary of the death of Stephen Girard. Promptly with Girard's passing the City of Philadelphia moved to fulfill the commission which he left to its Mayor, Aldermen, and Citizens, to manage his estate and carry out his beneficent purpose. We may therefore say that the year under review completed one hundred years of Girard's plan of service. It seemed to have been the appropriate year in which to celebrate the most important anniversary occasion for Girard College since the observance of the fiftieth anniversary of its founding in 1898. The earlier celebration was participated in by a distinguished public official, Honorable Thomas B. Reed, then Speaker of the National House of Representatives, by members of the Board of Directors, citizens, and alumni. It seemed fitting that the recent anniversary should be celebrated along somewhat the same lines so that an evaluation might be made of the work of Girard after one hundred years have elapsed.

The members of the Board of Directors of City Trusts

took an active interest in the plans for the observance of this anniversary occasion, and due to this interest there was secured as the principal speaker Honorable David A. Reed, United States Senator from Pennsylvania. The President of the Board of Directors also made an address on the development of the Girard Estate and of Girard College. A worthy representative of the Girard Alumni in the person of the Vice-President of the Alumni and President of the Early Eighties Alumni organization gave an appreciation of Stephen Girard and the President of the College added a brief word on the importance of the occasion. Stenographic notes were taken of the addresses, and they are to be printed as a separate pamphlet.

The one hundredth anniversary of Girard's death called forth numerous press reports, editorial comments, reprintings in several Philadelphia and New York newspapers of news items of one hundred years ago chronicling the death and the funeral of Girard, and numerous other news features relating to the organization of the Girard Estate and the plans for the College. The press of other cities and many special journals in various parts of the country carried articles, news items, and comments on this hundredth anniversary; and altogether Stephen Girard and Girard College had more recognition, and seemed to be better understood than they had been for many years. To these press notices should be added many personal letters, expressions of appreciation from Alumni and from those interested in education, all evidencing an interest in the Girard College of the present. Those actively engaged in the work of the College found much for encouragement in this celebration and in the regard shown on every side for the success of the educational forces which Girard set in motion. Ours is the privilege to make in our own brief time a contribution to what is in its entirety a great work.

CONCLUSION

The year 1931 has been unusual in education, no less than in business, in law enforcement, in international relations, in moral outlook and many other phases of life. In all the welter of a chaotic year education has remained a

basal and fundamental influence. The interest in education and the need for its beneficent service are never greater than in times of depression and national peril. However much the affairs of the world may be prostrated, education is essential to a newer and a better day. In the midst of the World War the progressive nations engaged in that stupendous struggle were making the most complete and forward looking plans for the training of future citizens; and in the depression and discouragements of the past year in America, no more inspiring word was spoken than this: "Schools must go on. Posterity is more important than prosperity." Indeed, both posterity and prosperity are dependent on a right conception and application of education. An oft-quoted generalization of H. G. Wells that the world is engaged in a race between education and catastrophe prompted the American educator, John Dewey, to say that in America we are engaged in a race between a misconceived education, which bears no vital relations to the needs and conditions of the time and an education which faces the problems that lie ahead and guided by the past, establishes sound future policies. Whatever other agencies and services of the government must be curtailed, to curtail education will mean the beginning of a retrograde movement in our social system. The neglect of education for a single generation would bring about a retardation which would be well-nigh irreparable in social progress. Education, therefore, is one service which should be continued without abatement. Happily, Girard College is so endowed that its educational program has been maintained, and during the past year the plans of enlargement have been carried forward with substantial progress towards ultimate completion.

The hundredth anniversary of the death of Girard turned the thought of the community again to the increase in the Girard Estate, due to the conservation and judicious handling of the principal. With the exceptions of Harvard and Yale Universities, which are now credited with endowments of over ninety millions of dollars each, Girard College has a more munificent endowment than any other educational institution in America. The last report of the Board of Directors

of City Trusts shows that the residuary estate aggregates eighty-nine millions of dollars, though it should be said that not all of this endowment is income producing. The size of this endowment has been a God-send during the past year, making it possible for the Board in control of Girard College to carry forward and improve the high order of service established for the boys already in the College, to increase the number in attendance, and out of income to continue the plans of enlargement and betterment without interruption. To have accomplished these results in any year would be notable, but to have accomplished them in a year of depression is, we believe, unprecedented.

We need, however, again to remind ourselves that a princely endowment, palatial buildings, and the material appointments for the care and education of boys are not the great end and aim for which Stephen Girard established his institution. The Girard College conceived by the Founder is something greater than grounds and buildings, faculty, curriculum, and plan of organization. The eighty-four years of Girard College history, have seen the growth of an ideal, the birth of a spirit, the vitalizing of a purpose, the creation of a tradition, and these are the soul of Girard College of which the grounds, buildings, equipment and endowment are but the physical expression. It is to nurture, revivify, create, and project this vital thing which we call Girard College that so many forces have been coöperating.

Certain editorial comments and some contributed letters to the public press made questioning reference to the "dead hand" in connection with the Girard bequest. In comments on the laws of estates, it has repeatedly been urged that more attention should be paid to the fundamentals of public policy, and to the blighting effects of restricted benevolence. So far as Girard College is concerned, we are brought face to face with the fact that the care of those for whom Stephen Girard planned in his Will has never ceased to be an ever-present social need. Instead the need for the services of Girard College has grown steadily in the last fifteen years. The effects of the World War were clearly discernable in the increased

number of applicants for admission. In the fulness of time, the devastating consequences of the influenza epidemic of 1918 brought in their train another increase in the number of applicants. Lack of employment and curtailment of income in many quarters during the past two years have once again swelled the list of applicants. How everlastingly true are the words of the great teacher of Galilee, "Ye have the poor always with you."

Be it said to the credit of Stephen Girard's plan, the wise conclusion of his own study and the sound advice which he had in the preparation of his Will, that he did not impose hampering restrictions. His gift was to the Mayor, Aldermen and Citizens of Philadelphia, and after laying down certain general principles as a guide for the establishment of the College, he added: "In relation to the organization of the College and its appendages, I leave, necessarily, many details to the Mayor, Aldermen and Citizens of Philadelphia, and their successors;" The suggestion of the Founder has been carried out in good faith. From the first the empowering legislation enacted by the Commonwealth has given wide latitude under the Will,—in the earlier period to City Councils as the governing body, and for the past sixty years to the Board of Directors of City Trusts. In more than one instance where the present Board has felt the need of enlarging or modifying the powers granted by the Will, petitions have been made to the Orphans Court, and repeatedly that Court in its wisdom has granted the added powers, as such grants were shown to be better to serve the great ends which the Girard Will sought to accomplish. The eighty-four years of Girard College history have been years of progress and of enlargement in the conception of the beneficent purpose for which Girard created his foundation. The operations of Girard College during the past year and the results from its service are a convincing answer to the strictures that a permanent bequest becomes so encrusted as to work against the public interest.

An increase in the size of Girard College during 1931, with the adding of post-high school education, has necessa-

rily increased the size of the staff and complicated the administrative organization. Such expansion is attended by the dangers of formalism and a routine. We trust that the College administration has seen these dangers while they are yet a long way off, and has sought to escape from their evils through coöperative effort and combined wisdom. The program at Girard College is not of one man's making. The highly successful President of the American Telephone and Telegraph corporation, the largest business enterprise in America, gives as the secret of his success the fact that all his plans are made with the coöperation of the group of executives with whom he has surrounded himself. A staff of competent associates brought into effective relationships, can nullify the depressing effects of bigness. Such a staff may, through coöperation, contribute to an enlarged ideal for an institution, and perfect the methods by which this ideal is to be realized. In the Directors' Room of the Netherlands Trading Company of Amsterdam is the legend: "No plan perfected in this room has ever failed." We dare not hope that the group judgment of the executive staff at Girard College is infallible, but the past year has shown more convincingly than ever before its prevailing rightness.

The principle of coöperative effort has extended itself from the executive staff to the various divisions of the work. Conferences and exchange of points of view within departments and between various departments, have enlarged the vision of things to be done, and lent their aid in the doing of these things.

As a result of this joint effort and common interest good will and fine feeling grow steadily in the staff of the College. It is not too much to say that those in the service of Girard College are a happy family, coöperating in a great undertaking, respecting and helping one another, and bending every effort to the end of serving the boys. Those who have retired during the year now closing have testified how deeply the roots of Girard College are planted in the lives of those who live and work here for many years. The bonds of affection for associates, for the boys, and for the place make separation

difficult, and members of the staff who are compelled to leave suffer the same wrenchings of feelings that are so evident at each commencement period, when a group of boys who have spent eight or more years in the school must sever their relationships.

Appreciation for the College and its work have not been wanting during the past year. This has come to us from various parts of Europe, the Far East, and from both individuals and institutions in all parts of America. Girard College is not a provincial institution, secluded behind a stone wall. Instead, it is a city set on a hill, the activities of which are seen and read by those both near and far.

More enheartening than all else, has been the grateful appreciation for the work of the College, expressed repeatedly in 1931 by the mothers and families of boys who are here, by Alumni, and by employers and others with whom our former boys come in contact. The needs for the service of Girard College were never more acute than during the past year. Mothers have written many times and have said in personal interviews that except for Girard College, they did not see how they could have managed, or what would have happened to their sons. The boys themselves have not been unmindful of the privileges which they have enjoyed, and expressions of appreciation for Stephen Girard and the beneficent plans which he made have been reiterated again and again.

A year is not so wide a span in a lifetime. It is even a more restricted measure in the history of an institution, but a year may be a step toward the fulfilment of a great purpose. May we not close the record of 1931 with a feeling of gratitude for the privileges which we have enjoyed and the opportunities which were set before us to add our small part to a great undertaking? All who have been identified with the work of Girard College during the past year may well treasure the memory of effort directed to a worthy end, and leave the final judgment to the Higher Power.

Respectfully submitted,

CHEESMAN A. HERRICK,

President.

